

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Respiratory Therapy
Academic Year of Report: 2015/16
Date Submitted: 11/16/2016
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

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Information is not current; updates below.

Update:

A. Brief Introductory Statement

The Respiratory Therapy program (REST) at Weber State University is a state, regional, and national leader in respiratory care curriculum and education. The program maintains continuing accreditation by the ***Commission on Accreditation for Respiratory Care*** (CoARC). Annual reporting is conducted for program outcomes pertaining to four student cohorts located in Ogden, WSU-Davis, SLC, and in Provo, Utah at Utah Valley Regional Hospital. These outcomes include data on enrollment, graduation, credentialing success statistics, employer and graduate satisfaction, and attrition. The program meets or exceeds national threshold standards in every measurable category reported in three year running averages i.e., last reported for the academic year in 2013, 2014 and 2015. A CoARC "report of current status" (RCS 2016) is included for review as well as annual school summary credentialing reports from the ***National Board for Respiratory Care*** (NBRC).

In July 2016, the WSU Department of Respiratory Therapy was recognized in the Ponte Vedra Beach, Florida Summer Forum for distinguished RRT credentialing success (the highest professional credential) awarded to select programs from over 400 schools in the nation.

Respiratory Therapy. An art and a science concerned with promoting and restoring health in evaluating, monitoring, and rehabilitation of patients with cardiopulmonary dysfunction. Respiratory therapists provide care for patients throughout the lifespan from pre-term and newborn infants to pediatric and geriatric populations. Respiratory therapists assess, diagnose, manage, evaluate and treat human responses to actual or potential health problems and they provide CPR and life-support to the dying. A holistic respiratory therapy perspective is enhanced by recognition of environmental factors effecting health and anticipating human needs. The use of skilled communication facilitates all aspects of providing effective respiratory care. All respiratory therapists are responsible and accountable for maintaining a safe and comfortable environment within their scope of practice.

Curriculum Design. The Respiratory Care curriculum uses a competency-based approach to learning. The learning objectives are carried out in 65 credit hours (minimum) of professional coursework evaluated in three phases (cognitive, psychomotor, affective domains of learning) that integrate individual course and curricular objectives. These are outlined by the national accreditation commission (CoARC) as educational essentials in didactic course work, laboratory exercises, and in clinical practices throughout the program.

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

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The mission of WSU Department of Respiratory Therapy is to prepare graduates for the practice of respiratory therapy in a variety of health care settings. The program offers career mobility through an articulated ladder approach to respiratory therapy education. WSU respiratory therapy faculty provides education to a diverse population of students residing in urban and rural areas, building a foundation for life-long personal and professional learning at the Associate of Applied Science (AAS), Baccalaureate (BS) and Master’s level (MSRT).

Goals. The stated goals of the Department of Respiratory Therapy at Weber State University are to **1)** prepare competent pre-professional and baccalaureate respiratory therapists (national credential eligible upon program completion) through traditional and satellite educational models. **2)** Ensure credentialing success and to **3)** demonstrate professionalism in respiratory care practices. The program utilizes rigorous selection criteria to admit students who have the technical and behavioral characteristics to succeed in the program. Continuous advising and mentoring procedures are in place to graduate appropriate numbers of practitioners to match employment needs in Utah and the region.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

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Student Learning Outcomes: Within health science programs in institutions of higher learning, learning outcomes have been identified and are measured in three specific domains (see, Kacmerak et al. 2013, p. 1269-72). Specific functions are regularly discussed in advisory meetings with employers (managers, directors, physicians, community members) in Utah and articulated to meet employment needs in the state and region. **Cognitive skills** (problem solving) are facts and concepts that respiratory therapist must know and apply in practice. In didactic courses, learning objectives are evaluated in traditional methods and through face-to-face interactions or in on-line formats using “virtual labs” and in clinical scenarios. Learning objectives include words like discuss or explain a particular patient care concept. **Psychomotor skills** (task competency) are performance based activities encountered in laboratory and/or clinical settings. Simple re-demonstration of skills is rarely sufficient as a learning outcome but repeatedly practiced in peer-to-peer practices, instructor pass-offs, and with clinical preceptors at the bedside. Learning objectives include action words like analyze, apply, or compute data presented in patient care pathologies. **Affective skills** (attitude) are measured in attitudes or motivations of students in exhibition of favorable behavioral traits and in developing empathy for patients. These behavioral traits are evaluated by clinical preceptors for arriving “on time,” being prepared and/or showing interest in activities scheduled for the day. These can be viewed as employee characteristics that include statements like, “would you hire this student” at the conclusion of a clinical day. Clinical preceptors file daily evaluations (and students evaluate clinical preceptors for reciprocity) as feedback on these performances and in achieving the stated learning objectives. Graduation satisfaction surveys are completed at the conclusion of the curriculum by graduate surveys. Additionally, cognitive, psychomotor, and affective skills are annually measured by employer surveys completed within 6 months of program completion and reported to our accreditation commission (CoARC) which remain on-file for a period of three years. (see “RCS 2012” folder, employer and graduate survey or URL link below).

Kacmerak, RM, Stoller, JK, Heuer, AJ, et al. (2013). *Egan’s Fundamentals of Respiratory Care*, 10th Ed. Elsevier/Mosby: St. Louis, MO.

Measureable Learning Outcomes

For students enrolled in the Respiratory Therapy program at WSU, the program will:

1. Prepare competent Respiratory Therapy practitioners meeting ***cognitive*** employer expectations (≥ 3 on a 1-5 Likert scale).
2. Prepare competent Respiratory Therapy practitioners meeting ***psychomotor*** employer expectations (≥ 3 on a 1-5 Likert scale).
3. Prepare competent Respiratory Therapy practitioners meeting ***affective skills*** as expected by employers (≥ 3 on a 1-5 Likert scale).
4. Successfully credential 80% of graduating students at CRT level per CoARC threshold standards.
5. Retain 60% of students selected into the Respiratory Therapy program per CoARC threshold standards.
6. Place 70% of students within 6 months of program completion per CoARC threshold standards.

Summary Information: The Weber State University respiratory therapy (REST) program ensures learning outcomes are achieved in a secure national credentialing self-assessment examination that evaluates the summative skills and attributes necessary to function as a certified (CRT) respiratory therapist measured after the “pre-professional [AAS] level” (36 credit hours beyond prerequisites) and as a registered (RRT) respiratory therapist after the “baccalaureate-level” (29 credit hours beyond pre-professional level) curriculum. Evidence of learning is provided by secured results from the self-assessment examinations and by National Board (NBRC) examinations outlining credentialing success for graduates of the program. Program graduation requires a minimum passing score (95/140 for CRT and 68/100 for RRT examinations) to advance to credentialing candidacy. Directed feedback from these examinations documents student strengths and weaknesses for preparation on NBRC credentialing examinations. Self-assessment examinations (2015-16 CRT & RRT SAE results) are included for review for each graduate in 2013, 2014 & 2015 (see example below and “NBRC annual school summary” for last three years).

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

___ Information is current; no changes required.
 X___ Information is not current; updates below

Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes						
	Cognitive Skills	Psychomotor Skills	Affective Skills	Credential Success CRT (>80%)	Attrition (<40%)	Student Placement (>70%)	
<i>Pre-Professional Level (AAS)</i>							
REST 2140; Basic Therapeutic Modalities Lab (3 Cr.)		X	X				
REST 2160; REST Modalities Lab (3 Cr.)		X	X				
REST 2210; Cardiopulm. A&P (3 Cr.)	X						
REST 2230; Introductory Cardiopulm. Patho. (2 Cr.)	X						
REST 2250; Basic Pt. Assessment (2 Cr.)	X						
REST 2300; REST Modalities I (3 Cr.)	X						
REST 2310; REST Modalities II (3 Cr.)	X						
REST 2270; Application of Cardiopulm. Diag. (4 Cr.)	X						
REST 2320; Mechanical Ventilation (2 Cr.)	X						
REST 2330; Entry-Level Review (1 Cr.)	X						
REST 2520; Cardiopulmonary Pharmacology (2 Cr.)	X						
REST 2700; Clinical Practice (4 Cr.)		X	X				
REST 2710; Clinical Practice (1 Cr.)		X	X				
REST 2720; Clinical Practice (3 Cr.)		X	X				

Core Courses in Department/Program	Department/Program Learning Outcomes						
	Cognitive Skills	Psychomotor Skills	Affective Skills	Credential Success CRT (>80%)	Attrition (<40%)	Student Placement (>70%)	
<i>Baccalaureate Level (BS)</i>							
REST 3210; Advanced Cardiopulmonary A&P (2 Cr.)	X						
REST 3220; Advanced Cardiopulmonary Patho (2 Cr.)	X						
REST 3230; Cardiopulmonary Diagnostics (2 Cr.)	X						
REST 3260; Neonatal/Pediatric Care (2 Cr.)	X						
REST 3270; Adult Critical Care (2 Cr.)	X						
REST 3280; Continuum of Care (3 Cr.)	X						
REST 3760; Clinical Practice/ Neonatal (4 Cr.)		X	X				
REST 3770; Clinical Practice/Adult Critical Care (4 Cr.)		X	X				
REST 3780; Clinical Practice/Continuum of Care (2 Cr.)		X	X				
REST 3900; Clinical Simulation Seminar (3 Cr.)	X						
REST 4610; Advanced Patient Assessment (1-2 Cr.)		X	X				
REST 4620; Health Promotions (1-2 Cr.)		X	X				
REST 4630; Continuous Quality Improvement (1-2 Cr.)		X	X				
REST 4850; Study Abroad (1-6 Cr.)		X	X				
Total: 2016 CoARC Report of Current Status (RCS) statistics				100%	.02%	91%	

E. Assessment Plan

Last Program Review: April 2014.

F. Report of assessment results for the most previous academic year:

1. Evidence of Learning: Courses within the Major:

Respiratory Therapy Program (B.S.) 2015-16

Outcome	Assessment(s)	Frequency/ calendar	Outcome(s)	Plan
Prepare competent respiratory therapists who meet the cognitive (knowledge) expectations of employers.	1. Performance on standardized national entry-level credentialing (C.R.T.) examination. Encourage RRT credentialing ASAP.	1. Examinations are administered via the Internet throughout the year (graduates are now eligible within 2 weeks of graduation).	1. 100% of WSU graduates (45/45) passed the NBRC entry-level CRT examination; (national pass-rate 70%).	1. Continue to modify curriculum as necessary to preserve acceptable pass-rate on national examination.
	2. Employer surveys returned for at least 50% of program graduates (CoARC threshold).	2. Employer surveys are distributed within 9 months of program completion.	2. Employer survey return rate is over 75%; employers report satisfaction with level of knowledge of new graduates.	2. Continue to utilize Employer surveys; actively seek additional feedback through Advisory Committee.
Prepare competent respiratory therapists who meet the psychomotor skills expected of employers.	3. Students must re-demonstrate a random selection of previously learned skills.	3. This assessment is done within 6 weeks of program completion.	3. Students have been successful in retaining skills by re-demonstration lab at the end of semester.	3. This system was implemented at the suggestion of the Advisory committee and has been very useful.
	4. Employer satisfaction surveys.	4. Employer surveys are distributed within 9 months of program completion.	4. Employers report satisfaction with graduate skills and knowledge regarding equipment-related job requirements.	4. Continue to utilize and monitor.
Prepare competent respiratory therapists who meet the affective skills expected of employers.	5. Faculty summative evaluations.	5. Faculty completes a summary assessment within 3 months of program completion.	5. Faculty is generally satisfied with student professional behaviors by reporting 100% \geq 3 on 1-5 Likert scale	5. Continue to mentor and help students develop appropriate professional behavioral skills.
	6. Employer satisfaction surveys.	6. Employer surveys are distributed within 9	6. Employers report 100% satisfaction with work habits, communication	6. Continue to monitor.

		months of program completion.	skills, i.e., 100% \geq 3 on 1-5 Likert scale exhibited by new graduates.	
Retain 60% (CoARC threshold) of students selected to enter the program; place 80% of program graduates within 6 months of program completion.	7. Program retention records.	7. Annually.	7. Attrition 2015-16 (45 students) was 1 (0.02%).	7. We are now using the DCHP Admission and Advising department to improve the selection process.
	8. Program placement records.	8. Annually.	8. 41/45 (91%) graduates were employed in the field within 6 months of graduation while 2 are interviewing or continuing education at the graduate level.	8. Continue to match graduate numbers with available jobs. Began a UofU co-hort Fall Semester 2016.

Summary Information: All respiratory therapy (REST) courses require 75% or above on a comprehensive final and all courses require a C grade or better to progress through the curriculum. This requirement is outlined in the “student handbook” advising policy and procedure upheld throughout the program. Additionally, the course of study requires summative evaluations at the pre-professional and baccalaureate levels ensuring adequate preparation for the national (NBRC) credentialing examinations requisite for licensure and practice.

2. Evidence of Learning: High Impact or Service Learning

Evidence of Learning: High Impact Service Learning					
Program Course	Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
REST 4610: Advanced Patient Assessment Students will...	Students will evaluate assessments performed by physicians/health practitioners (35 hrs).	1) Journal of activities 2) Log of time spent 3) 5-6 page paper explaining how it is integrated into practice	1) Identify/explain strategies that proved useful when making a diagnosis.	1) Compare specialties 2) Evaluate gender differences 3) Differentiate training	1) Professional practice such that strategies identified are implemented.
REST 4620: Health Promotion Students will...	Students will engage in a health promotion activity and teach the strategy to an appropriate audience.	1) Study and learn a health skill, e.g. CPR, smoking cessation, asthma educator, etc.	1) Obtain a CPR card, etc.	1) Students successfully teach health strategy with class evaluation measured as an outcome.	1) Perform CPR in life-saving situation in practice at hospital or clinic.
REST 4630: Continuous Quality Improvement Students will...	Students will evaluate a process for improvement.	1) Evaluate process and engage in treatment/communication to make process better.	1) Evaluate results after treatment/communication for before/after outcome.	1) Written report in evaluation of the project.	1) Report on findings at hospital staff meeting.

Summary Information: Respiratory therapy courses designated as high impact or service learning (**CEL**) include clinical practice courses (REST 2700 [4 cr. hrs], 2710 [1 cr. hr], 2720 [3 cr. hrs], 3760 [2 cr. hrs], 3770 [2 cr. hrs], 3780 [3 cr. hrs]) and the baccalaureate courses advanced patient assessment (REST 4610), health promotion (REST 4620), and continuous quality improvement (REST 4630). Stated goals include behaviors, activities, and skills that integrate the practice of respiratory care into the work environment

During the baccalaureate level, students are engaged in patient assessment projects, health promotions such as smoking cessation teaching, or asthma education certifications, and projects to encourage continuous quality improvement of respiratory care processes. These projects

(REST 4610, 4620 & 4630) have been awarded CEL designations for service learning and high impact projects for having outcomes benefiting community engagement.

G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
Summative Credentialing Self-Assessment Examination	End of second and fourth semester (AAS degree; CRT credential [passing 95/140 questions] and BS degree; RRT credential [passing 68/100 questions]).	electronic copies
NBRC School Summary	Each academic year	electronic copies

Summary Information: Artifacts below are examples of NBRC comprehensive CRT Self-Examination Scores and recent multiple choice Self-Assessment examination scores. National credentialing changed in 2016 to a single exam “Therapist Multiple Choice (TMC) exam with cut scores at the CRT and RRT level.

Individual Scores:
Comprehensive CRT Self-Assessment Examination
Student ID 872130462
On 11/29/2011 at 12:35:36 PM

Objective	Points Earned
I. PATIENT DATA EVALUATION...	26 of 26
A. Review Data in the Patient Record	4 of 4
B. Collect and Evaluate...	18 of 18
C. Recommend Procedures to Obtain...	4 of 4
II. EQUIPMENT MANIPULATION,...	26 of 29
A. Manipulate Equipment by Order...	22 of 22
B. Ensure Infection Control	1 of 3
C. Perform Quality Control...	3 of 4
III. INITIATION AND MODIFICATION...	74 of 85
A. Maintain Records and...	4 of 5
B. Maintain a Patent Airway...	7 of 7
C. Remove Bronchopulmonary...	4 of 4
D. Achieve Adequate Respiratory...	6 of 8
E. Evaluate and Monitor Patient's...	13 of 15
F. Independently Modify...	14 of 18
G. Recommend Modifications in the...	15 of 17
H. Determine the Appropriateness...	4 of 4
I. Initiate, Conduct, or Modify...	3 of 3
J. Act as an Assistant to the...	2 of 2
K. Initiate and Conduct Pulmonary...	2 of 2
Summary:	126 of 140

The National Board for Respiratory Care, Inc.
Comprehensive Therapist Multiple-Choice Self-Assessment Examination (Form 2015)
INDIVIDUAL SCORES BY CONTENT AREA

ID: 354528583
Name: Kaydi Bolos
Finish date: 4/21/2016 11:50:50 AM Eastern Daylight Time
Points: 114 of 140
Percent: 81%

Major area/Minor area	Points
I. PATIENT DATA EVALUATION AND RECOMMENDATIONS	45 of 55
A. Evaluate Data in the Patient Record	8 of 8
B. Gather Clinical Information	10 of 13
C. Perform Procedures to Gather Clinical Information	11 of 12
D. Evaluate Procedure Results	7 of 11
E. Recommend Diagnostic Procedures	9 of 11
II. TROUBLESHOOTING AND QUALITY CONTROL OF EQUIPMENT, AND INFECTION CONTROL	16 of 20
A. Assemble and Troubleshoot Equipment	12 of 15
B. Ensure Infection Control	1 of 2
C. Perform Quality Control Procedures	3 of 3
III. INITIATION AND MODIFICATION OF INTERVENTIONS	53 of 65
A. Maintain a Patent Airway Including the Care of Artificial Airways	7 of 9

* If no score is shown in the Content Area Analysis above, this content category is not tested.

4/21/2016 11:50 AM Eastern Daylight Time

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**The National Board for Respiratory Care, Inc.
 Comprehensive Therapist Multiple-Choice Self-Assessment Examination (Form 2015)
 INDIVIDUAL SCORES BY CONTENT AREA**

ID: 465483752
Name: Cummins Zacary
Finish date: 4/18/2016 1:14:12 PM Eastern Daylight Time
Points: 94 of 140
Percent: 67%

Major area/Minor area	Points
I. PATIENT DATA EVALUATION AND RECOMMENDATIONS	37 of 55
A. Evaluate Data in the Patient Record	6 of 8
B. Gather Clinical Information	7 of 13
C. Perform Procedures to Gather Clinical Information	8 of 12
D. Evaluate Procedure Results	8 of 11
E. Recommend Diagnostic Procedures	10 of 11
II. TROUBLESHOOTING AND QUALITY CONTROL OF EQUIPMENT, AND INFECTION CONTROL	12 of 20
A. Assemble and Troubleshoot Equipment	9 of 15
B. Ensure Infection Control	1 of 2
C. Perform Quality Control Procedures	2 of 3
III. INITIATION AND MODIFICATION OF INTERVENTIONS	45 of 65
A. Maintain a Patent Airway Including the Care of Artificial Airways	4 of 9

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**The National Board for Respiratory Care, Inc.
 Comprehensive Therapist Multiple-Choice Self-Assessment Examination (Form 2015)
 INDIVIDUAL SCORES BY CONTENT AREA**

ID: 344366747
Name: Stanger Alicia
Finish date: 4/18/2016 1:10:05 PM Eastern Daylight Time
Points: 100 of 140
Percent: 71%

Major area/Minor area	Points
I. PATIENT DATA EVALUATION AND RECOMMENDATIONS	38 of 55
A. Evaluate Data in the Patient Record	7 of 8
B. Gather Clinical Information	9 of 13
C. Perform Procedures to Gather Clinical Information	8 of 12
D. Evaluate Procedure Results	7 of 11
E. Recommend Diagnostic Procedures	7 of 11
II. TROUBLESHOOTING AND QUALITY CONTROL OF EQUIPMENT, AND INFECTION CONTROL	14 of 20
A. Assemble and Troubleshoot Equipment	10 of 15
B. Ensure Infection Control	1 of 2
C. Perform Quality Control Procedures	3 of 3
III. INITIATION AND MODIFICATION OF INTERVENTIONS	48 of 65
A. Maintain a Patent Airway Including the Care of Artificial Airways	6 of 9

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**The National Board for Respiratory Care, Inc.
Comprehensive Therapist Multiple-Choice Self-Assessment Examination (Form 2015)
INDIVIDUAL SCORES BY CONTENT AREA**

ID: 564625382
Name: Huntsman Rayell
Finish date: 4/18/2016 1:26:57 PM Eastern Daylight Time
Points: 98 of 140
Percent: 70%

Major area/Minor area	Points
I. PATIENT DATA EVALUATION AND RECOMMENDATIONS	37 of 55
A. Evaluate Data in the Patient Record	8 of 8
B. Gather Clinical Information	8 of 13
C. Perform Procedures to Gather Clinical Information	7 of 12
D. Evaluate Procedure Results	4 of 11
E. Recommend Diagnostic Procedures	10 of 11
II. TROUBLESHOOTING AND QUALITY CONTROL OF EQUIPMENT, AND INFECTION CONTROL	17 of 20
A. Assemble and Troubleshoot Equipment	12 of 15
B. Ensure Infection Control	2 of 2
C. Perform Quality Control Procedures	3 of 3
III. INITIATION AND MODIFICATION OF INTERVENTIONS	44 of 65
A. Maintain a Patent Airway Including the Care of Artificial Airways	6 of 9

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NBRC Annual School Summary

Report as of 6/26/2013

WEBER STATE UNIV - 200127

Exam: CRT

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2012	17	17	100%	15	88.2%	2	11.8%
2011	3	3	100%	3	100%	0	0%
2009	1	1	100%	1	100%	0	0%

Exam: CSE

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2013	1	1	100%	1	100%	0	0%
2012	27	24	88.9%	21	77.8%	3	11.1%
2011	23	22	95.7%	16	69.6%	6	26.1%
2010	22	22	100%	18	81.8%	4	18.2%
2009	30	29	96.7%	25	83.3%	4	13.3%
2008	22	21	95.5%	15	68.2%	6	27.3%
2007	45	45	100%	36	80%	9	20%

Exam: WRRT

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2013	1	1	100%	1	100%	0	0%
2012	33	31	93.9%	31	93.9%	0	0%
2011	23	23	100%	21	91.3%	2	8.7%
2010	22	22	100%	20	90.9%	2	9.1%
2009	30	29	96.7%	26	86.7%	3	10%
2008	22	22	100%	19	86.4%	3	13.6%
2007	46	46	100%	39	84.8%	7	15.2%

GRADUATION YEAR	CRT	RRT
2013	0	1
2012	17	24
2011	3	22
2010	0	22
2009	1	29
2008	0	20
2007	0	46

NBRC Annual School Summary
Report as of 6/23/2016

WEBER STATE UNIV - 200127

Exam: CRT

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2014	18	18	100%	18	100%	0	0%

Exam: TMC - Low Cut

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2015	22	22	100%	21	95.5%	1	4.5%
2016	22	22	100%	22	100%	0	0%

Exam: WRRT

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2013	1	1	100%	1	100%	0	0%
2014	18	18	100%	18	100%	0	0%

Exam: TMC - High Cut

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2015	22	22	100%	21	95.5%	1	4.5%
2016	22	22	100%	21	95.5%	1	4.5%

Exam: CSE

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2013	1	1	100%	1	100%	0	0%
2014	18	18	100%	16	88.9%	2	11.1%
2015	22	21	95.5%	19	86.4%	2	9.1%
2016	20	18	90%	15	75%	3	15%

GRADUATION YEAR	CRT	RRT
2016	22	18
2015	22	21
2014	18	18
2013	0	1

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: 2013-14	Recommendation	Progress Description
Recommendation 1	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 2	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 3	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress

Additional narrative: **Recommendations from 2013-14 program review.**

1) The respiratory therapy department should evaluate the potential becoming more involved in undergraduate research. With the quality of the students in the program, the respiratory therapy department should look to increase the involvement of students in undergraduate research. For this to occur, the department would need the assistance of an additional faculty member. Current expectations of faculty would likely not allow this type of commitment. If the proposed Master's degree is approved, graduate and undergraduate students could team together and make this a win-win for both groups. **Master's degree approved 1/22/16 and implemented Fall semester 2016 with 14 students. Some students are engaging in research projects on their own and Master's level students are directing efforts to clinical questions and are encouraged to present at State and National Conferences.** 2) Replacing worn out laboratory equipment. The department, together with college administration, should analyze their laboratory equipment needs and establish a 5-year plan. Smaller, regularly used items should be replaced on a rotating basis. The department should evaluate the current laboratory fees assigned to their courses and increase them if it would help balance their equipment needs. **Perkin's funding totaled 30,000 in 2015 for head walls, equipment and supplies in our Davis facility, improvements to space and lab totaled \$10,000 capital improvement and \$27,000 for mannequins and remodeled simulation lab with cooperative initiative by the School of Nursing (1 Million in one-time funding).** 3) Increase staff support. The Respiratory Therapy Department currently employs one classified staff member. This employee is responsible for the main office, the work of 4 faculty, and ~65 accepted students in the main campus and Provo programs. It is suggested that the

program prioritize hiring additional administrative staff or a laboratory coordinator. A new lab manager could take a great deal of responsibility away from faculty related to the set up and take down of laboratory activities. This person could also order and maintain the laboratory equipment. **Administrative support I position was audited Fall semester 2016 and the department was able to increase funding 4% and advanced to Administrative support II. Additionally, a part-time laboratory coordinator hired with School of Nursing for interdisciplinary simulation lab. The department is considering a part-time work study and admissions councilor for graduate support.** 4) Data-Arc Evaluation It is suggested that the respiratory therapy evaluates the Data-Arc database service, or equivalent, to manage their students' clinical experiences. This could have a number of advantages for the department. This service could provide students with an electronic portfolio of their competencies throughout their program. It could also give clinical faculty a greater level of comfort when constructively evaluating students in the clinical environment. **Data-Arc implemented.** 5) Evaluate the need for a new medical director. It is suggested that the respiratory therapy department evaluates their medical director and seeks a replacement if necessary. From feedback received, the current director has limited availability, doesn't prioritize time for students, and lacks communication with the department. **Communication on-going with Medical Director.** 6) Encourage students to utilize WSU Career Services. It would benefit students to utilize the resources available in the career services department. Students can create professional resumes and learn valuable interviewing skills. This does not need to be incorporated into class time, but maybe integrated as a self-directed activity tied to a course. **Students are directed to Career Services on a regular basis.**

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty 2015-16	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	3
Full-time Tenured	4
Full-time Non-Tenured (includes tenure-track)	
Part-time and adjunct	
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	
Part-time and adjunct	
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time and adjunct	4
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	
Full-time Tenured	4
Full-time Non-tenured	
Part-time	4

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take? **See narrative comments from program review recommendations above:**

- 2) We are interested in better understanding how departments/programs assess their graduating seniors. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed. **Graduate Survey completed after TMC exam at the conclusion of the AAS and BS curriculum included below:**

GRADUATE SURVEY

Sponsoring Institution/Consortium Name: [Weber State University / Davis campus](#)

Respiratory Care Program Name: [WSU - Davis](#)

CoARC Base Program ID#: [300029](#)

CoARC PSG add-on, Satellite Option, or Scheduling Venue ID# (if applicable): _____

NOTE: Completion of this survey is required as part of outcomes assessment by the program's accreditation body (CoARC).

The purpose of this survey is to help faculty evaluate the Program's success in preparing graduates to function as competent respiratory therapists. Compiled data from all returned surveys will be used to evaluate program quality; data from individual surveys will be held in strict confidence.

BACKGROUND INFORMATION:

Job Title: _____ Current Annual Salary (optional) _____

Length of employment at time of evaluation: _____ years and _____ months.

Name (if different from that on the cover): _____

Eligibility/Credential Status (*check all that apply*):

CRT eligible CRT CPFT RPFT CRT-
SDS RRT-SDS
 RRT eligible RRT NPS RPSGT Other

INSTRUCTIONS: Consider each item separately and rate it independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree

I. KNOWLEDGE BASE (Cognitive Domain)

THE PROGRAM:

- A. Taught me the professional knowledge base required to function effectively on the job.
- B. Taught me the general medical knowledge base required to function effectively on the job.
- C. Taught me to interpret pertinent clinical information from medical records and physical findings.
- D. Prepared me to recommend appropriate therapeutic interventions based on physiological data and physical findings .
- E. Trained me to make sound clinical judgments

