



Weber State University
Five-Year Program Review

Name of program under review:

Respiratory Therapy, Dumke College of Health Professions

Name of reviewers and reviewer affiliations:

Dr. Christy Kane, Bellarmine University, Respiratory Therapy

Dr. Gregg Marshall, Texas State University-San Marcos, Respiratory Therapy

Mr. Jason Francis, Weber State University, Library

Mr. Kraig Chugg, Weber State University, Health Sciences

STANDARD A - MISSION STATEMENT

Evaluate how effectively the mission statement articulates the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The expected outcomes of the program need to be clearly defined.	S	See comment in program strengths section of this report
b.	A process by which these accomplishments are determined and periodically assessed based upon the constituencies served by the program.	S	See comment in program strengths section of this report
c.	A clearly defined educational program, including a curriculum that enables graduates to achieve the mission.	S	
d.	The program mission statement must be appropriate to and support the mission statements of both the college housing the program and the university.	S	There is a very strong relationship between the respiratory therapy program and the Dean's office in the College of Health Professions. Both entities are supportive of each other's mission and goals.

Rating: *S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)*

STANDARD B – CURRICULUM

Evaluate the effectiveness of the curriculum based on the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program should demonstrate that the curriculum for each degree and for any general education/service courses offered by the program is the result of thoughtful curriculum planning and review processes.	S	See self-study document
b.	The curriculum should be consistent with the program's mission.	S	The program curriculum supports the program's goals and provides the opportunity for students to be successful with their licensure examinations.
c.	The program should be able to demonstrate that there is an appropriate allocation of resources for curriculum delivery that is consistent with the mission of the program, the number of graduates, and the number of major/minor and general education SCHs produced.	A	Students are happy with their laboratory experience in their program, but did note that the supplies available to them are limited. Often students had to say, "if we could set this up like this or this worked like is should, then..." The committee feels that the department should work to provide updated laboratory equipment for their well-designed simulation activities.
d.	Courses to support the major/minor/general education/service programs are offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner.	S	The department follows a well-documented curriculum pattern.

Rating: S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)

STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT

Evaluate the extent to which the program has clearly defined outcomes.

	Element	Rating	Comments and/or Recommendations for Change
a.	Learning outcomes should describe the expected knowledge, skills, and behaviors that students will have achieved at the time of graduation (overarching program goals).	S	See comment in program strengths section of this report
b.	Learning outcomes must support the goals of the program and the constituencies served.	S	See self-study document
c.	Learning outcomes should be directly linked to the program's curriculum. An explicit curriculum grid illustrating this alignment, as well as the depth to which each course addresses each outcome, is publicly available.	S	See self-study document

Rating: *S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)*

Evaluate the effectiveness of the assessment process based on the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program has a developed set of measures for assessment that are clearly defined and appropriately applied.	S	
b.	Each learning outcome is assessed with <i>at least one direct measure</i> of learning; thresholds for acceptable performance are defined (for each measure) and published.	S	
c.	Demonstrate that evidence of learning is being gathered on a regular basis across the program, that the evidence is aggregated, and reported at the aggregate.	S	
d.	Demonstrate that these measures are being used in a systematic manner on a regular basis and are reviewed against department-established thresholds, i.e., are the program faculty meeting regularly to discuss the evidence?	S	
e.	Demonstrate that the assessment of the program mission and student outcomes is being used to improve and further develop the program. Is the evidence acted upon? Is it clear what drives program change?	S	

Rating: S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)

STANDARD D - ACADEMIC ADVISING

Evaluate the following related to the advising process.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program has a clearly defined strategy for advising their major/minor, or BIS students that is continually assessed for its effectiveness.	S	The Respiratory Therapy Department utilized the advisement office for the Dumke College of Health Professions. Students desiring to enter the program and very well advised in relation to their prerequisite courses and program of study.
b.	Students receive appropriate assistance in planning their individual programs of study.	S	After entering the program, students continue to receive quality guidance related to their studies by program faculty.
c.	Students receive needed assistance in making career decisions and in seeking placement, whether in employment or graduate school.	S	Students fell like they are adequately prepared to earn employment through their program and clinical experiences.

Rating: S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)

STANDARD E – FACULTY

Evaluate the extent to which the faculty demonstrates the following characteristics.

	Element	Rating	Comments and/or Recommendations for Change
a.	Faculty size, composition, qualifications, and professional development activities must result from a planning process which is consistent with the program's mission.	S	
b.	The program maintains a core of full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.	C	The Respiratory Therapy faculty are regularly asked to maintain a teaching load above the recommended number of credit hours (24 / academic contract year). The faculty also have the responsibility of supervising a satellite program in Utah county. With their administrative, research, and clinical commitments, this is a significant demand on their time and energy.
c.	Contract/adjunct faculty who provide instruction to students (day/evening, off/on campus) are academically and professionally qualified.	S	
d.	The program should demonstrate efforts to achieve demographic diversity in its faculty.	S	

Rating: S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)

	Element	Rating	Comments and/or Recommendations for Change
e.	The program should have appropriate procedures for the orientation of new contract/adjunct faculty.	S	Faculty feel that they are very well oriented to the department and that they receive exceptional mentorship toward promotion and tenure.
f.	Processes are in place to determine appropriate teaching assignments and service workloads, to guide and mentor contract/adjunct faculty, and to provide adequate support for activities which implement the program's mission.	S	
g.	<p>Teaching is systematically monitored to assess its effectiveness, and revised periodically to reflect new objectives and to incorporate improvements based on appropriate assessment methods. For both contract and adjunct faculty, there is evidence of:</p> <ul style="list-style-type: none"> • Effective creation and delivery of instruction. • Ongoing evaluation and improvement of instruction. • Innovation in instructional processes. 	S	
h.	A formal, periodic review process exists for all faculty, and the results of the reviews are available.	S	

Rating: S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)

STANDARD F - PROGRAM SUPPORT

Evaluate the nature and adequacy of the program support based on the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The number and capabilities of the support staff are adequate to meet the mission and objectives of the program.	C	See note in the recommendations section of this document.
b.	Administrative support is present in assisting in the selection and development of support staff.	S	
c.	The facilities, equipment, and library support needs are adequate to meet the mission and goals of the program.	S/C	The committee found the support of the library and the resources available to students and faculty to be exceptional. As stated earlier, laboratory supplies and equipment should more adequately reflect the number of students in the program and the amount of time they spend utilizing the materials.

Rating: S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)

STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES

Evaluate the relationships according to the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	If there are formal relationships between the program and external communities of interest they should be clearly defined.	S	
b.	Such relationships should have a clearly defined role and evidence of their contribution to the program (curriculum, equipment, faculty, budget, etc.) should be demonstrated.	S	See attached narrative.
c.	If the program has an external advisory committee, it should meet regularly and minutes of the meetings be made available.	S	The program should be commended for their efforts to consistently meet with and receive feedback from their department advisory committee This occurs on a biannual basis.

Rating: *S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)*

STANDARD H - PROGRAM SUMMARY

Evaluate the effectiveness of the program to implement recommendations and make changes based on previous reviews.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program must show how it has implemented any recommendations from the previous review and what effect these changes had on the program. If any recommendations were not implemented the program should explain why they were not put into place.	S	This is the first time this program has participated in an institutional self-study. However, the program maintains an external accreditation through their professional organization (CoARC). Each year CoARC requires a “current status” report and an action plan response to any deficiencies. This allows the program to perform systematic, regular assessments and evaluations.

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Respiratory Program - Strengths

1) There is exceptional support of the Respiratory Therapy program from the Dean's office and within the College of Health Professions.

We want to commend college leadership for their support of the respiratory therapy program. The program is a valuable asset to the college and to Weber State University. All faculty members feel like their interests and concerns are well supported by the Dean of the College of Health Professions as well as the Respiratory Therapy Department Chair.

2) The Department of Respiratory Therapy has great support staff.

The departmental administrative support, library services, and College Advising Office all contribute to the success of the program. Students and faculty are very appreciative of their efforts. Students are very complimentary of the help they receive from the department office and the consistency of the information coming from the advisement office.

3) The Respiratory Therapy program is proactive with changes to their curriculum to respond to national standards and job market potential.

The program faculty should be commended with their change to the new BS degree program. This is a national trend and Weber State is ahead of the curve. Weber State has also proposed the design and development of a Master's degree in respiratory therapy. This new program could help hundreds of respiratory therapists complete graduate work in advanced respiratory care. This degree will also help qualified therapists advance their employment and potentially open new job opportunities currently not available.

4) The department faculty are very engaged with students and clinical faculty.

The committee repeatedly received positive feedback from both students and clinical faculty of their availability and willingness to help. Students feel like they are treated in a very fair manner, with high expectations. The clinical facilitators are very pleased with the responsiveness of faculty to any issues they may have. Very often, clinical concerns were handled same-day.

5) Advisory committee

The respiratory therapy program should be commended for their consistent communication with their external advisory committee. The program regularly meets with committee members to solicit feedback of their program outcomes. There seems to be a very good working relationship between the two groups.

6) International Impact

The respiratory therapy program has demonstrated national professional leadership through establishing international relations with China and Ghana. Through their very innovative and dedication to the health of all people groups, a collection of needed goods and health promotion items are collected annual to be dispersed during medical/mission outreach study abroad programs involving students and faculty. These efforts have resulted in multiple exchange programs with various countries and physicians and healthcare providers have been welcomed to Weber State for weeks to months to gain an understanding of the importance of respiratory therapy in the team-approach to patient recovery and cardiopulmonary rehabilitation. This significant humanitarian and medical service extended through Weber State makes this program one of the very few programs in the country demonstrating this level of dedication to global healthcare through practical expressions and contact. The respiratory therapy department is to be commended for this overwhelming dedication and selfless measure as a representative of WSU, the state of Utah, and as a representative from the USA.

Respiratory Therapy Program - Recommendations

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.

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.

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.

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.

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.

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.