

Dalton State College
Comprehensive Program Review

Program/Subject Area: Associate of Applied Science-Respiratory Therapy
Review Period: Fall 2014

1. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES

Program Goal Statement:

The Associate of Applied Science Degree in the Respiratory Therapy program is a sequence of courses designed to prepare graduates to assist physicians in the evaluation, diagnosis, and treatment of patients with cardiopulmonary dysfunction. The program strives to prepare students with the skills, knowledge and professionalism needed to fulfill the roll of respiratory therapist. Students are expected to successfully complete the national certification and registry examinations to earn their credentials.

GOAL #1: To prepare graduates with demonstrated competence in the knowledge and critical decision making skills needed to function as competent respiratory care practitioners.

GOAL #2: To prepare graduates with the demonstrated clinical skills needed to function as competent respiratory care practitioners.

GOAL #3: To prepare graduates with the professional attitudes and behaviors needed to function as a competent respiratory care practitioner.

Program Outcomes:

The Respiratory Therapy Program at Dalton State College will produce graduates that will be able to

1. Obtain satisfactory scores on the Respiratory Therapy Certification Exam.
2. Obtain satisfactory scores on the Respiratory Therapy Registry Exam.
3. Graduate on time. (program retention rates)
4. Find a job in Respiratory care. (graduate-job placement rates)
5. Express satisfaction with the respiratory education, knowledge and skills, they received. (graduate-program satisfaction survey results)
6. Satisfy the demand for qualified, skilled, proficient respiratory therapists in the clinical settings. (employer satisfaction survey results)

Student Learning Outcomes:

Students completing the respiratory program will be able

1. To demonstrate knowledge and application of medical terminology and abbreviations needed by the respiratory profession.
2. To demonstrate knowledge and application of basic respiratory care skills in modalities such as oxygen, humidity, bland aerosol, medicated aerosols, passive hyperinflation, chest physiotherapy, postural drainage, airway clearance therapies.
3. To demonstrate knowledge and application of concepts and techniques of patient assessment

Dalton State College Comprehensive Program Review

through inspection, palpation, percussion, and auscultation. The student will demonstrate proficiency in patient physical examination, arterial blood gases, bedside pulmonary function studies, and basic EKGs.

4. To demonstrate knowledge and application of the indications, contraindications, hazards, and routes of administration and correct dosages for all classes of respiratory drugs.
5. To demonstrate knowledge and application of anatomy and physiology of the cardiac and pulmonary systems and the mechanisms of homeostatic control for acid/base balance, ventilation, gas transport, and circulation.
6. To demonstrate knowledge and application in critical care modalities of airway management and positive pressure ventilation including tracheal suctioning, endotracheal intubation, tracheostomy care, and management of mechanically ventilated patients.
7. To demonstrate knowledge and application of respiratory care modalities and concepts specifically related to the pediatric and neonatal patient.
8. To demonstrate knowledge and application of the etiology, clinical manifestations, diagnosis, therapeutics, and prognosis of acute and chronic diseases of the cardiopulmonary patient.

2. MEASURES OF EFFECTIVENESS

(a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status

	200908	201008	201108	201208	201308	% Change
Headcount	34	35	46	50	45	32%
FTE	34	35	46	50	45	32%
Full-time	11	16	22	22	20	82%
Part-time	23	19	24	28	25	9%

Analysis and Comments:

The respiratory therapy program is limited to 15 incoming students. Students enter the program in the Fall and complete the program in 5 semesters. This means there are 15 freshmen and 15 sophomore students rotating through the program at one time. The number of students entering respiratory therapy as a major has steadily increased since its first class in 2006. Many more students are attending now on a full time basis than a part time bases.

(b) Five-year enrollment summary by gender & race/ethnicity

	200908	201008	201108	201208	201308	% Change
Gender						
Female	21	22	34	34	36	71%
Male	13	13	12	16	9	-31%
Race/Ethnicity						
American Indian						
Asian						
African-American	2	3	3	3	3	50%
Hispanic	1	0	1	7	5	400%

Dalton State College Comprehensive Program Review

Multi-racial	1		2			50%
Undeclared	1	4	7	7	3	200%
White	28	28	33	33	34	21%

Analysis and Comments:

Like the general population of Dalton State College the respiratory therapy program is composed of mostly white, female students. There has been an increase in Hispanic students. The % change for male students is deceptive since there was a steady increase in male students until the last year reported.

(c) Average class size, faculty/student ratios, and credit hours

	200908	201008	201108	201208	201308
Average class size	8.5	10.5	13	13.5	14
Student credit hours	169	213	262	273	282
Credit hours/FTE faculty	84.5	106.5	131	136.5	141

Analysis and Comments:

There are 2 full time instructors that carry 47 credit hours in the respiratory discipline per student together, yearly. There has been a 5 year average of 12 students enrolled in each respiratory cohort group. This is an average of 24 students per year, freshmen and sophomore together. This number of students in each cohort group has steadily grown over the period being reported. There has been a 66% increase in the credit hours/ FTE over this period.

(d) Faculty teaching in program

Total Faculty	200908	201008	201108	201208	201308
Full-time Faculty	2	2	2	2	2
Part-time Faculty					
Gender					
Male	1	1	1	1	1
Female	1	1	1	1	1
Race/Ethnicity					
American Indian/Pacific					
Asian					
African-American					
Hispanic					
White	2	2	2	2	2
Multiracial					
Tenure Status (full-time)					
Tenured			1	2	2
On-tenure track	2	2	1		
Non-tenure track					
Rank (full-time)					
Professor					
Associate Professor			1	1	1
Assistant Professor	1	1		1	1
Instructor/Lecturer	1	1	1		
Highest Degree (full-time)					
Doctorate					

**Dalton State College
Comprehensive Program Review**

Specialist	1	1	1	1	1
Master's					
Bachelor's	1	1	1	1	1
Associate's/Other					

Analysis and Comments:

The faculty number has remained stable since the program started. Both faculty members are tenured and have received promotions during this reported period. Christy Walker has begun working on her master's degree Program (fall 2014). She is perusing her Master's Degree in Higher Education Administration.

(e) Percent of classes taught by full-time faculty

200908	201008	201108	201208	201308
100	100	100	100	100

Analysis and Comments:

All classes in the respiratory program are taught by full time faculty.

(f) Number of degrees conferred

2010-2011	2011-2012	2012-2013	2013-2014	
9	12	12	13	44%

Analysis and Comments:

The number of degrees conferred has risen by 44% since 2010-2011. The 5 year reported period has a retention rate of 96%.

(g) Placement rates: Five-year summary of job placement rates, if applicable

2010-2011	2011-2012	2012-2013	2013-2014	
100	92	100	100	

Analysis and Comments:

We have had an excellent placement rate. These positions were secured within 3 months of graduation.

Dalton State College Comprehensive Program Review

(h) Cost per Full-time Faculty (Average Faculty Salary)

	200908	201008	201108	201208	201308
Average Salary	55,000	56,000	57,000	58,000	59,000
<u>Analysis and Comments:</u>					
The salary has remained constant over this period. We had mandatory furlough days and no raises during this period. Salaries increased for both faculty members due to promotions in rank.					

(i) Summary and evidence of achievement of Program Outcomes

<u>Describe the extent to which students have achieved current Program Outcomes</u>					
Class graduated in	2010	2011	2012	2013	2014
# of grads	8	9	12	12	13
Attrition Rate	0	0	0	14%	.06%
Positive Job Placement	100%	100%	92%	100%	100%
CRT Credentialing Success	100%	100%	100%	100%	100%
RRT Credentialing Success	100%	100%	100%	100%	100%
Overall Employer Satisfaction Via annual survey	100%	100%	100%	100%	100%
Overall Graduate Satisfaction Via Annual Survey	100%	100%	100%	100%	100%
On-Time Graduation Rate	89%	100%	100%	100%	100%
The respiratory therapy program has been very successful in terms of outcomes. We have one of the highest pass rates on the RRT credentialing exam in the nation. We have been awarded the prestigious <i>Distinguished RRT Credentialing Success Award</i> by the COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE both in 2013 and 2014. In selecting programs for this recognition, the CoARC Board used objective criteria based on key accreditation metrics documented in the Annual Report of Current Status (RCS). These programs were required to: (1) have three or more years of outcomes data; (2) hold accreditation without a progress report; (3) document					

Dalton State College Comprehensive Program Review

RRT credentialing success of 90% or above, and (4) meet or exceed established CoARC thresholds for CRT credentialing success, attrition and positive (job) placement.

(j) Summary and evidence of achievement of Student Learning Outcomes

Describe the extent to which students have achieved current student learning outcomes in Area F and/or upper-division courses, if applicable. (current year)

It is evident that the student learning outcomes are being met. The success rates on the credentialing examinations as well as our extremely low attrition rate attest to this. Students are passing our courses and mastering the objectives. Of the 60 some students that have been admitted to our program during this reporting period, one failed Resp. 1131, patient assessment; two failed Resp 1133, Cardiopulmonary A & P; and 2 failed Resp 2121, Mechanical Ventilation. The courses that the student outcomes are being taught in have all been evaluated and found to be successful.

(k) Evidence of Program viability

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

It is evident from our program outcomes, employer surveys, awards received, and student satisfaction surveys that our program is viable. As stated before we have 100% placement rates and 100% employer satisfaction. There are still unfilled positions at Hamilton Medical, Floyd Medical, and Erlanger Hospital for respiratory therapists.

According to the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Respiratory Therapists, on the internet at <http://www.bis.gov/ooh/healthcare/respiratory-therapists.htm>, Faster-than-average employment growth is projected for respiratory therapists. Job opportunities should be very good, especially for respiratory therapists with cardiopulmonary care skills or experience working with infants. Employment of respiratory therapists is expected to grow greater than 19 percent from 2009 to 2016, faster than the average for all occupations. The increasing demand will come from substantial growth in the middle-aged and elderly population—a development that will heighten the incidence of cardiopulmonary disease. Older Americans suffer most from respiratory ailments and cardiopulmonary diseases such as pneumonia, chronic bronchitis, emphysema, and heart disease. As their numbers increase, the need for respiratory therapists is expected to increase as well. In addition, advances in inhalable medications and in the treatment of lung transplant patients, heart attack and accident victims, and premature infants (many of whom are dependent on a ventilator during part of their treatment) will increase the demand for the services of respiratory care practitioners.

The U.S. Department of Labor projects a 19 percent increase in demand for respiratory therapists, also known as respiratory care practitioners (RCP), in the next 10 years. The scope of practice for the respiratory therapist has expanded largely due to advances in complex medical technology.

Dalton State College

Comprehensive Program Review

3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

What improvements have occurred since the last Program Review or assessment?

We have been able to purchase a new ventilator and BiPap machine since the last assessment period. This is allowing us to stay up to date with current technology in the respiratory field. We have added a number of clinical sites over this period, Memorial Hospital in Chattanooga and Floyd Medical in Rome. This is allowing our students a broader array of experience and exposing them to potential employers. We are in the process of moving into a remodeled lab and classroom that has piped in gases and suction; this remodeling should allow students clinical skill practice to simulate the hospital setting.

4. REVIEW OF CURRICULUM

What changes or revisions have been made to the Program, its curriculum, or its Student Learning Outcomes since the last Program Review or assessment?

We have worked hard to produce a proposal for the addition of a BS completion program in respiratory therapy. This program was approved by the Board of Regents in the Summer of 2014. It is due to begin accepting students into classes Spring Semester 2015. This new program will continue the education of respiratory therapist with associated degrees and prepare them for the emerging changing roles in respiratory therapy. We always discuss our current curriculum at each annual advisory meeting. The advisory group is satisfied with our current curriculum. We may add Math 1101, Math Modeling, as a choice with Math 1100 to fulfill our math requirement. This change has been approved by our advisory council.

5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

The program has been blessed to have well prepared students due to the excellent faculty teaching in the Science Core classes that the students must complete before acceptance into the respiratory program. We have excellent working relationships with our area hospitals that host our students in clinical education. We have representatives from each hospital on our advisory committee that has given us valuable feedback on our program goals, learning outcomes and students in general. We have well trained faculty teaching in the program that are dedicated to excellence. We have an excellent Medical Director that has a real interest in the program and our students and takes time out of his busy schedule to rotate students with him individually through his medical practice in his office and on rounds in the hospital. We have a proven record in the geographic area of Dalton State College that we graduate quality respiratory therapists that are able to meet the ever changing demands of the profession.

Dalton State College Comprehensive Program Review

Weaknesses and Concerns:

It is becoming increasingly difficult to teach the number of concepts and skills needed for respiratory therapist in 5 semesters. It will be necessary in the future to transition to a BS/Respiratory as an initial degree.

6. RECOMMENDATIONS FOR FOLLOW-UP AND/OR ACTION PLANS (if needed)

Issues/Concerns:

We have a set of laptop computers and test prep software that has become obsolete. The software is no longer supported by the campus computers. We need additional test prep materials purchased that will allow students the practice necessary to master their skills.

We have lost Perkins funding since we are no longer part of the Technical School System. We may not be able to keep up with equipment and supply needs in the future.

Specific Action(s): Research test prep materials and purchase needed software or programs. Seek continued funding for materials/equipment.

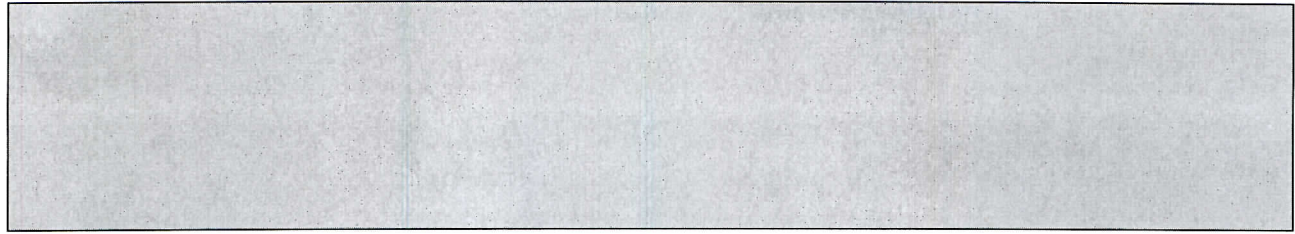
Expected Outcomes: Full funding to continue the current standard of education in the respiratory program.

Time-frame: Credential Prep materials to be purchased by 12/2015. The cost for a yearly subscription to "edmentum" on line program for management and practice of objectives for the CRT and RRT is \$1200.00. Some of this annual cost could be absorbed by student fees with enrollment in Resp 2330, Credentialing Success.

Person(s) Responsible: Dean Kertulis-Tartar, Program Director, Max Pierce

Resources Needed:

Dalton State College
Comprehensive Program Review



Prepared by:

MaPrice
(Signature)

Date 4/13/2015

Reviewed by:

Susan D. West
(Signature)

Date 4/13/2015

Reviewed by Chair of Program Review Subcommittee:

A. Mays Williams
(Signature)

Date 4/13/2015

Reviewed/Approved by Vice President for Academic Affairs:

Andy Myn
(Signature)

Date 4/13/15



EMPLOYER SURVEY

Sponsoring Institution/Consortium Name: _____

CoARC Base Program ID#: _____

CoARC PSG add-on, Satellite Option, or Scheduling Option Program 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. The CoARC requests that this survey be completed by the graduate's immediate supervisor.

BACKGROUND INFORMATION:

Name of Graduate: _____

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

Name (while enrolled in the Program, if different than above): _____

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

NOTE:

Please provide detailed comments for any item rated below 3.

I. KNOWLEDGE BASE (Cognitive Domain)

THE GRADUATE:

- A. Has a solid professional knowledge base. 5 4 3 2 1
- B. Has a solid general medical knowledge base. 5 4 3 2 1
- C. Accurately interprets pertinent clinical information from medical records and physical findings. 5 4 3 2 1
- D. Recommends appropriate therapeutic interventions based on physiological data and patient assessment information. 5 4 3 2 1
- E. Makes sound clinical judgments. 5 4 3 2 1

Comments: _____

II. CLINICAL PROFICIENCY (Psychomotor Domain)

THE GRADUATE:

- A. Is proficient in the clinical skills required on the job. 5 4 3 2 1

- B. Can efficiently perform an overall patient assessment. 5 4 3 2 1
- C. Competently performs the therapeutic procedures and modalities required on the job. 5 4 3 2 1
- D. Competently performs the diagnostic procedures required on the job. 5 4 3 2 1

Comments: _____

III. BEHAVIORAL SKILLS (Affective Domain)

THE GRADUATE:

- A. Has effective oral communication skills. 5 4 3 2 1
- B. Has effective written communication skills. 5 4 3 2 1
- C. Behaves in an ethical and professional manner. 5 4 3 2 1
- D. Functions effectively as a member of the healthcare team. 5 4 3 2 1
- E. Accepts supervision and works effectively with supervisory personnel. 5 4 3 2 1
- F. Is self-directed and responsible for his/her own actions. 5 4 3 2 1
- G. Arrives to work prepared and on time. 5 4 3 2 1
- H. Contributes to a positive environment in the department. 5 4 3 2 1
- I. Displays respect for beliefs and values of all persons regardless of cultural background, religion, age or lifestyle. 5 4 3 2 1

Comments: _____

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

IV. OVERALL RATING OF THE GRADUATE: 5 4 3 2 1

Additional Comments: _____

Rater Name: _____

Date: ____/____/____

Title: _____

Phone Number: () - -

Email: @

Thank you!



GRADUATE SURVEY

Sponsoring Institution/Consortium Name: _____

CoARC Base Program ID#: _____

CoARC PSG add-on, Satellite Option, or Scheduling Option 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 (while enrolled in the Program): _____

Eligibility/Credential Status (check all that apply):

- Checkboxes for 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
NOTE: Please provide detailed comments for any item rated below 3.

I. KNOWLEDGE BASE (Cognitive Domain)

THE PROGRAM:

- A. Taught me the professional knowledge base required to function effectively on the job. 5 [] 4 [] 3 [] 2 [] 1 []
B. Taught me the general medical knowledge base required to function effectively on the job. 5 [] 4 [] 3 [] 2 [] 1 []
C. Taught me to interpret pertinent clinical information from medical records and physical findings. 5 [] 4 [] 3 [] 2 [] 1 []
D. Prepared me to recommend appropriate therapeutic interventions based on physiological data and physical findings. 5 [] 4 [] 3 [] 2 [] 1 []
E. Trained me to make sound clinical judgments 5 [] 4 [] 3 [] 2 [] 1 []

Comments: _____

II. CLINICAL PROFICIENCY (Psychomotor Domain)

THE PROGRAM:

- A. Helped me become proficient in the clinical skills required on the job. 5 [] 4 [] 3 [] 2 [] 1 []
B. Taught me to perform patient assessment accurately and efficiently. 5 [] 4 [] 3 [] 2 [] 1 []



C. Taught me to perform the therapeutic procedures and modalities required on the job. 5 4 3 2 1

D. Taught me to perform the diagnostic procedures required on the job. 5 4 3 2 1

Comments: _____

III. BEHAVIORAL SKILLS (Affective Domain)

THE PROGRAM:

A. Helped me develop effective oral communication skills. 5 4 3 2 1

B. Helped me develop effective written communication skills. 5 4 3 2 1

C. Encouraged me to conduct myself in an ethical and professional manner. 5 4 3 2 1

D. Taught me how to manage my time effectively in the clinical setting. 5 4 3 2 1

E. Taught me to respect the beliefs and values of all persons, regardless of cultural background, religion, age or lifestyle. 5 4 3 2 1

F. Strongly encouraged me to apply for and pass my:
NBRC Certification Exam (CRT) 5 4 3 2 1
NBRC Registry Exams (RRT) 5 4 3 2 1
Sleep Specialty Credential (for grads of PSG add-ons only) 5 4 3 2 1

Comments: _____

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

IV. OVERALL RATING OF THE PROGRAM: 5 4 3 2 1

Additional Comments: _____

Rater Name: _____

Date: ____/____/____

Phone Number: () - -

Email: @

Thank You!