

Respiratory Care/Therapy (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

When the respiratory care program was instituted there were limited requirements for admission that lead to significant attrition rates. Specific observations and data collection revealed a limited ability for student success based on knowledge gaps between anatomy physiology, chemistry, and algebra. The highly technical nature of respiratory care in combination with the gaps led to student failure. In 2009 pre-requisites of anatomy, physiology, chemistry, and algebra were instituted as program requirements. This has improved students' ability to complete the program successfully as seen by a decrease in student attrition from 40% to 29%. Annual evaluative tools utilized include the Student Program Resource Survey, Program Personnel Resource Survey, Graduate Survey, Employer Survey, and student credentialing test results. These tools provide data on resource availability /allocation such as personnel, facilities, laboratory equipment, learning resources, instructional support, clinical resources, and medical direction. Gaps in student achievement/success related to a lack of up-to-date equipment, limited medical direction, knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain) have been identified. Over the past 4 years the program has sought resource allocation from the Perkins IV program improvement fund (\$87,957.24) for interactive computer software for testing and up-to-date equipment for lab simulation including simulation manikin, and \$4,800.00 for instructor professional development. In addition, a change was made of a medical director that has increased involvement to include grand rounds with the students and semester lecture series. The 2011 surveys rated the program >3 on a 5 point Liker scale which identified no deficiencies.