



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.

	<b>Element</b>	<b>Rating</b>	<b>Comments and/or Recommendations for Change</b>
a.	The expected outcomes of the program need to be clearly defined.	<b>S</b>	See comment in program strengths section of this report
[REDACTED]	[REDACTED] process by which these accomplishments are determined and periodically assessed based upon [REDACTED] constituencies served by the program.	<b>S</b>	See comment in program strengths section of this report
[REDACTED]	A clearly defined educational program, including a curriculum that enables graduates to achieve the mission.	<b>S</b>	

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  
ls.



**STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT**

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

	<b>Element</b>	<b>Rating</b>	<b>Comments and/or Recommendations for Change</b>
a.	Learning outcomes should describe the expected knowledge, skills, and behaviors that students will have achieved at the time of graduation (overarching program goals).	<b>S</b>	See comment in program strengths section of this report
b.	Learning outcomes must support the goals of the program and the constituencies served.	<b>S</b>	See self-study document

c. Learning outcomes should be



**STANDARD D - ACADEMIC ADVISING**

Evaluate the following related to the advising process.

	<b>Element</b>	<b>Rating</b>	<b>Comments and/or Recommendations for Change</b>
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- a. The program has a clearly defined strategy for advising their major/minor, or BIS students that is continually assessed for its effectiveness.

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**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	

	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. Teaching is systematically monitored to assess its effectiveness, and revised periodically to reflect new



**STANDARD F - PROGRAM SUPPORT**

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

	<b>Element</b>	<b>Rating</b>	<b>Comments and/or Recommendations for Change</b>
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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.

**STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES**

Evaluate the relationships according to the following elements.

	<b>Element</b>	<b>Rating</b>	<b>Comments and/or Recommendations for Change</b>
a.	If there are formal relationships between the program and external communities of interest they should be clearly defined.	<b>S</b>	
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.	<b>S</b>	See attached narrative.
c.	If the program has an external advisory committee, it should meet regularly and minutes of the meetings be made available.	<b>S</b>	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.

	<b>Element</b>	<b>Rating</b>	<b>Comments and/or Recommendations for Change</b>
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## **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 be 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 department evaluate the Data-Arc database service, or equivalent 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**

