

RESPIRATORY THERAPY

Standard C Student Learning, Outcomes, and Assessment

STRENGTH: Learning outcomes must support the goals of the program and the constituency served.

Department Response: Agree, program outcomes are superior and our external advisory committee is satisfied programmatic changes are consistent with employment realities and graduate performance verified by employer surveys conducted annually.

Standard D: Academic Advising

STRENGTH: Students receive appropriate assistance in planning their individual programs of study.

Departmental Response: Agree, students entering the program are assisted before, during and after graduation in making plans for employment of in continuing to graduate education.

Standard E: Faculty

CONCERN: The program maintains a core of full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.

Department Response: Agree, resources are thin but faculty are well prepared with 3 doctoral, 1 Master's prepared teacher and adjunct faculty to supplement instruction. All are engaged in tenure-track positions requiring scholarship and service activities. The addition of 1.5 FTE upon approval of a Master's curriculum by the WSU Board of Trustees and Regents will help spread responsibility across WSU-Davis and Provo satellites, help engage undergraduate research, and provide advanced education opportunities for students to succeed in a changing healthcare environment.

Standard F: Program Support

CONCERN: The number and capabilities of the support staff are adequate to meet the mission and objectives of the program.

Department Response: Agree, our administrative support coordinates one on-campus (42 students) and two satellite co-horts (36 students) funded independently by E&G and CE money resp5n

3.PLANS BEYOND PROGRAM REVIEW

A Master's degree in Respiratory Therapy (MSRT) curriculum has been approved by Faculty Senate and is being re-drafted for the Board of Trustees and Regents during the next academic year (2014-15). Implementation will help alleviate faculty and program support concerns by making available new funding to facilitate hiring additional faculty and administrative personnel. Additionally, undergraduate mentoring in research can be facilitated with graduate students engaged in projects at the graduate level which has been recommended by this review. The curriculum can be improved with a research component that is not currently active in the curriculum without sufficient time to engage in such practices except to cover objectives necessary for credentialing successfully. A Master's component will engage students at the higher level, meet job qualifications currently unmet in the work environment, and offer higher education pathways in the career of respiratory therapists in the state, region, and nation.

Respectfully submitted,
Dr. Paul Eberle
Chair, Respiratory Therapy