Mission / Purpose
The Bachelor of Science Program in Respiratory Therapy major is designed for students entering the respiratory therapy profession. Our mission is to provide a rigorous and comprehensive undergraduate education in the science of respiratory care that results in graduates who have the knowledge and analytical skills necessary to deliver respiratory care to patients who have breathing or other cardiopulmonary disorders.

Goals
G 1: Critical and Ethical Thinkers
To develop a deep and broad understanding of respiratory care content based on sound clinical decision making.

G 2: Professional Issues in Respiratory Care
To be aware of and concerned about being well-informed regarding the issues and factors affecting the professional practice of respiratory care.

G 3: Positions of Leadership
Students are prepared for leadership positions in healthcare settings where respiratory care is practiced.

Student Learning Outcomes/Objectives
SLO 1: Communication Skills (G: 1) (M: 1, 2)
In order to discern that our students are critical and ethical thinkers, students will be able to: 1. communicate orally by presenting a patient case study to the faculty and their peers at least once while in the program which is logically organized and based on data found in medical records and/or oral interviews. 2. communicate in writing using medical terminology by addressing patient care plans to improve patient outcomes.

General Education/Core Curriculum Associations
1.0 Students produce well-organized communication that exhibits logical thinking, appropriate style for circumstance and audience, meets conventional standards of usage, and acknowledges the use of information sources when necessary. Students demonstrate comprehension of written material: purpose, message, and rhetorical situation.
3.0 Students effectively analyze, evaluate, and provide convincing reasons in support of conclusions, considering opposing points of view when appropriate.
4.0 Students effectively analyze the meanings of texts and/or works of art or music, express ways that culture shapes values, and critically evaluate them.
5.0 Students demonstrate understanding of the physical universe, the nature of science, and the scientific method, and/or understand and apply mathematical concepts and reasoning using verbal, numeric, graphical or symbolic forms.

6.0 Students effectively analyze the complexity of human behavior, and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.

7.0 Students demonstrate understanding of the United States and its related political, social, and/or institutional developments.

8.0 Students demonstrate understanding of political, social, economic, and/or institutional developments across the globe.

9.0 Students effectively analyze, evaluate, and provide convincing reasons in support of conclusions, considering opposing points of view when appropriate.

Institutional Priority Associations

1 Student retention
2 Student promotion and progression
3 Timely graduation

Standard Associations

1 Outcomes of educational programs, including student learning outcomes (3.3.1.1)
3 Outcomes of educational support services (3.3.1.3)

Strategic Plan Associations

1.1 Increase the level of scholarship support for undergraduate students.
1.2 Establish a Student Success Center.
1.5 Other efforts in support of Goal 1 (Undergraduate Education).
2.3 Other efforts in support of Goal 2 (Graduate and Professional Programs).
3.5 Enhance Georgia State’s contributions to the sciences, and health and medical research and education.
5.1 Create an International Consortium of Universities for Critical Issues Challenging Cities.

SLO 2: Critical Thinking in Respiratory Therapy (M: 3, 4)
Students are to think logically and in meaningful ways so that their actions reflect their critical thinking.

SLO 3: Registry Credential (G: 3)
To prepare for leadership positions in healthcare settings, students will demonstrate mastery of advanced level respiratory care knowledge.

General Education/Core Curriculum Associations

1.0 Students produce well-organized communication that exhibits logical thinking, appropriate style for circumstance and audience, meets conventional standards of usage, and acknowledges the use of information sources when necessary. Students demonstrate comprehension of written material: purpose, message, and rhetorical situation.

3.0 Students effectively analyze, evaluate, and provide convincing reasons in support of conclusions, considering opposing points of view when appropriate.

5.0 Students demonstrate understanding of the physical universe, the nature of science, and the scientific method, and/or understand and apply mathematical concepts and reasoning using verbal, numeric, graphical or symbolic forms.

6.0 Students effectively analyze the complexity of human behavior, and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.

7.0 Students demonstrate understanding of the United States and its related political, social,
and/or institutional developments.
8.0 Students demonstrate understanding of political, social, economic, and/or institutional developments across the globe.
9.0 Students effectively analyze, evaluate, and provide convincing reasons in support of conclusions, considering opposing points of view when appropriate.

**Institutional Priority Associations**

1. Student retention
2. Student promotion and progression
3. Timely graduation

**Standard Associations**

1. Outcomes of educational programs, including student learning outcomes (3.3.1.1)
4. Outcomes of research (3.3.1.4)

**Strategic Plan Associations**

1.5 Other efforts in support of Goal 1 (Undergraduate Education).
2.2 Leverage our national reputation in professional degree programs for the development of societal leaders.
2.3 Other efforts in support of Goal 2 (Graduate and Professional Programs).
3.1 Enhance a research culture.
3.4 Enhance supporting infrastructure for the conduct of research.
3.5 Enhance Georgia State's contributions to the sciences, and health and medical research and education.
3.6 Other efforts in support of Goal 3 (Leading Public Research University).

**Measures, Targets, and Findings**

**M 1: Case Presentation (O: 1)**

Case presentations allow students to actively learn in their discipline while solving problems similar to ones they will encounter in the real world when they graduate. This requires students to draw upon their abilities to manage time while synthesizing information by organizing relevant information and discarding information that is not useful. To demonstrate mastery of this goal, all students will successfully orally present a case study to the faculty and students at least once during the clinical seminar as part of their clinical practice rotations.

Source of Evidence: Presentation, either individual or group

**Target for O1: Communication Skills**

80% of students will achieve a minimum grade of 90% on their assigned oral case presentation based on a standard rubric used by the faculty.

**Findings 2012-2013 - Target: Partially Met**

During fall semester 2012, 15 students were evaluated during clinical seminar. Grades ranged from 80% to 100%. 70 is the highest score based on rubric used by faculty but is calibrated to 0 to 100% score for grading purposes. 13 out of 15 (87%) meeting the target score. For spring semester 2013, 18 students were evaluated during clinical seminar. Using the same grading system 12 out of 18 (67%) achieved 90% or higher. Scores ranged from 71% to 98%.

**M 2: Capstone Course (O: 1)**
RT 4085 is a critical thinking through writing capstone course that concentrates on a series of reflective assignments designed to allow the senior student to demonstrate improvement in critical thinking and writing skills.

Source of Evidence: Capstone course assignments measuring mastery

**Target for O1: Communication Skills**

Students will achieve a passing grade on a written assignment of a professional issue during RT 4085 based on approved rubric by CTW.

**Findings 2012-2013 - Target: Met**

26 students were given 4 writing assignments 50 points each. Student initial scores ranged from 20 points to 50 points and passing is 37.5. After three revisions allowed lowest grades improved from 20 points to 46 points.

**M 3: NBRC Entry Level CRT (O: 2)**

All students must successfully pass the National Board for Respiratory Care (NBRC) Certified Respiratory Therapist exam to demonstrate cognitive mastery of entry level skills. This exam allows for licensure in the State of Georgia. Provided in web-based format. For this assessment, evidence will focus on one competency from the exam which on the test matrix is: Maintain Records and Communicate Information. This competency includes the following: record therapy and results using conventional terminology as required by the health care setting and/or regulatory agency; specify therapy administered which includes date, time, frequency of therapy, medication, and ventilatory data; note and interpret patient's response to therapy, effects of therapy, adverse reactions, patient's subjective and objective response to therapy; verify computations and note erroneous data, auscultatory findings, cough and sputum production and characteristics, vital signs, and pulse oximetry, heart rhythm, capnography readings.

Source of Evidence: Certification or licensure exam, national or state

**Target for O2: Critical Thinking in Respiratory Therapy**

90% of students will score 80% or higher on this competency.

**Findings 2012-2013 - Target: Met**

32 of 32 students (100%) passed the CRT on first attempt. From review of the score report, national first-time passing rate is 79% and % of national average for this program is 126%. RT students average score on this competency was 4.28 while the national average was 3.36. The highest possible scores was 5.0. 30 of 32 (94%) students scores were 80% or higher. GSU average score for this exam is 87%, national mean score is 77%.

**M 4: NBRC Written Registry Exam (O: 2)**

All students must successfully pass the National Board for Respiratory Care (NBRC) Written Registry Exam to demonstrate cognitive mastery of advanced-level skills. Provided in web-based format. For this assessment, evidence will focus on one competency from the exam which on the test matrix is: Maintain Records and Communicate Information. This competency includes the following: record therapy and results using conventional terminology as required by the health care setting and/or regulatory agency; specify therapy administered which includes date, time, frequency of therapy, medication, and ventilatory data; note and interpret patient's response to therapy, effects of therapy, adverse reactions, patient's subjective and objective response to
therapy; verify computations and note erroneous data, auscultatory findings, cough and sputum production and characteristics, vital signs, and pulse oximetry, heart rhythm, capnography readings.

Source of Evidence: Standardized test of subject matter knowledge

**Target for O2: Critical Thinking in Respiratory Therapy**

90% of students will score 80% or higher on the WRRT matrix item III.A. as determined by the National Board of Respiratory Care.

**Findings 2012-2013 - Target: Partially Met**

31 of 32 or 97% passed the WRRT on the first attempt. From review of the score report, the average score on this competency was 3.07 with the national average at 2.71. For this competency, 5.0 was the highest possible score. Two students scored 1, 8 students score 2. All other students scored 3 or above. 22 of 32 (69%) students scored 80% or higher.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Capstone course**

Will continue to monitor.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** In-Progress
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Capstone Course
- **Outcome/Objective:** Communication Skills

- **Projected Completion Date:** 12/2010
- **Responsible Person/Group:** Instructor for RT 4085
- **Additional Resources:** GTA as a CTW assistant for office hours and other assistance for students.
- **Budget Amount Requested:** $2,000.00 (recurring)

**Case presentation**

Will continue to refine standards. Rubric added for review. RT Seminar Oral Presentation of Case Study

Student ________________________________________________________________

Disease ________________________________________________________________

Semester ________________________________________________________________

CATEGORt EXCELLENT 10 Points GOOD 9 Points Fair 8 Points POOR 7 Points Power Point Presentation Score___________Presentation is clear, concise and easily follows oral presentation Does not deviate from content. Follows PowerPoint presentation majority of the time with minimal deviation from content. Follows PowerPoint presentation most of the time with some deviations from content. Fails to follow PowerPoint presentation with excessive deviation from content. Visual Aids Score_______ All illustrations such as diagrams, tables, charts, x-rays, and other illustrations are appropriate for content presentation. Most illustrations such as diagrams, tables, charts, x-rays, and other illustrations are appropriate for content presentation. Some of the illustrations such as diagrams, tables, charts, x-rays, and other illustrations are appropriate for content presentation. Some were inappropriate. Most illustrations such as diagrams, tables, charts, x-rays or illustrations were inappropriate for content presentation. Organization
Score_________ Excellent flow and transition from topic to topic. Very organized and refers to slides or other notes appropriately. Does not read slides verbatim Good flow and transition from one topic to topic. Organized and refers to slides or other notes appropriately. Does not read from slides most of the time. Some difficulty with flow and transition from topic to topic. Disorganized and refers to notes inappropriately. Reads verbatim from the slides most of the time. Poor flow from topic to topic. Very disorganized and reads constantly from notes or slides. Reads verbatim from the slides all the time. Content Knowledge Score_________ Demonstrates full understanding of the topic. Answers questions appropriately. Demonstrates good understanding of the topic. Answers majority of questions correctly. Demonstrates some understanding of parts of the topic. Answers most questions correctly. Does not seem to understand the topic very well. Unable to answer questions correctly. Presentation and Professionalism Score_________ Is professional in delivery; looks confident; establishes eye contact. Presents with clear voice and excellent pronunciation. Everyone can hear the presentation. Well dressed. Slightly nervous and less confident. Establishes eye contact. Presents with clear voice and good pronunciation and hearing presentation. Well dressed. Seems nervous. Establishes eye contact but not confident. Some difficulty with precise pronunciation and hearing presentation. Well dressed. Very nervous, does not make eye contact and lacks confidence. Difficult to understand presentation with imprecise pronunciation and cannot hear presentation. Inappropriate dress. Spelling/Abbreviations Score_________ No misspelled words and/or incorrect abbreviations. Few misspelled words and/or incorrect abbreviations. Several misspelled words and/or incorrect abbreviations. Numerous misspelled words and/or incorrect abbreviations. References Score_________ 7 total; 5 from refereed journals/books; none older than 5 years; fewer than 1 approved website 6 total; 4 from refereed journals/books; none older than 5 years; 2 approved website 5 total; 2 from refereed journals/books; none older than 5 years; 3 approved website < 4 refereed journals/books; none older than 5 years; 4 approved website Comments: Total Score_________ Grade______________
Faculty____________________________________________
Date________________________ Grading: 70-63=A, 62-56 =B, 56-53 =C, < 52=F

Established in Cycle: 2008-2009
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Case Presentation | Outcome/Objective: Communication Skills

Projected Completion Date: 12/2010
Responsible Person/Group: All faculty participate. Program Director responsible.
Additional Resources: No

**NBRC WRRT Exam**
Will continue to refine analysis of competency. Since this is the first time we have been this specific with an item on the exam matrix, will follow for another year to determine any trends.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium
Projected Completion Date: 05/2011
Responsible Person/Group: Program Director

**NBRC CRT Exam**
Will continue to refine analysis of competency. Since this is the first time we have been this specific with an item on the exam matrix, will follow for another year to determine any trends.
Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: Medium  
Implementation Description: Planned  
Projected Completion Date: 04/2012  
Responsible Person/Group: Program Director  
Additional Resources: not at this time  
Budget Amount Requested: $0.00 (no request)

**Capstone Course 2011-2012**
Continue to allow revisions to the paper and use of CTW rubric.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):
  Measure: Capstone Course | Outcome/Objective: Communication Skills

**NBRC WRRT Exam**
Review this section of the exam in RT 4075/7075 which is a review course for the WRRT. New written computer tests purchased. Also have students take computer tests and identify areas of weakness. Tests allow students to test over specific areas of weakness. Have students take computer WRRT exam and review these questions with the students in class.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High  
Projected Completion Date: 04/2013

**Student case presentation activity**
Prior to students presenting oral case study they will meet with assigned faculty to review the case study and faculty will identify any needs by the student. Power point slides will be reviewed for errors that would reduce the overall score of the case study presentation as well as any errors in data reporting and formatting. The faculty will also offer guidance by showing the student an example of a case study with a high grade and one with a lower grade and point out the inconsistencies to cause the lower grade. Further assistance can be obtained from senior students and provide examples of case studies that were previously presented. Director of Clinical Education and Medical Director will continue to present lecture on how to present a case study at the beginning of the semester for new students.

Established in Cycle: 2011-2012  
Implementation Status: In-Progress  
Priority: Medium  

Relationships (Measure | Outcome/Objective):
  Measure: Case Presentation | Outcome/Objective: Communication Skills

Implementation Description: Plan will be implemented in Fall 2012 with seniors presenting case study.  
Projected Completion Date: 05/2013  
Responsible Person/Group: All faculty assigned students presenting case study.  
Additional Resources: None
Case Study Grades

We will continue the 2011-2012 action plan. We will also begin to allow students the option of resubmitting their case study after revising based on the rubric. Assigned faculty member will review the rubric and case study and upon resubmission the student's case study will be assigned a new grade which will be no more than half of the points in order to make an A grade.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Case Presentation | Outcome/Objective: Communication Skills

RRT Exam content area 3A

Emphasize this content area in the review course for the RRT exam. Will do a power point slide review of this section to point out areas of importance. Continue to emphasize computer RRT practice exams and have students test over this specific area on the practice exams. Also discuss with faculty about this section of the exam and emphasize in the appropriate course this content area.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: NBRC Written Registry Exam | Outcome/Objective: Critical Thinking in Respiratory Therapy

Analysis Questions and Analysis Answers

ACADEMIC PROGRAM QUESTION 1:

What changes in the assessment process has your degree program made since last year's assessment report? (e.g. revised learning outcomes, measures, targets, etc.) Why were these changes made? What changes and improvements in the assessment process will you make in the coming academic year?

Learning outcomes, measures and targets remained the same from last year. Comparing last year to this year for the NBRC written Exam more students scored below the threshold of 3 although we are above the national average. More emphasis will need to be placed on this section of the exam both in courses with this material and in the review course. Again students taking practice exams can identify this section of questions and just review these questions in order to get more confident. These changes were made to meet the measure. In the coming academic year we will emphasize this section in clinical rotations with instructors as well as prior to taking the national exam.

ACADEMIC PROGRAM QUESTION 2:

What is the impact of the data obtained from assessment findings on your educational degree program? What changes and improvements to your educational program will be made based on this year's assessment data? (e.g., revised curriculum, courses, sequence, etc.) If changes to curriculum or courses are made for other reasons, please explain.

It is clear that our students are performing at a higher level than the national average. Both exam results show mastery of the material in all areas of the CRT exam and in most areas with the
RRT exam. As content matrix from the NBRC changes we will revise curriculum. Sequencing will remain the same. We have in the past year reduced the hours of 2 course from 3 to 2 as emphasis over this subject matter was changed. We instituted a new course that dealt with death and dying as requested by many senior students. This accounted for the 2 hour change in the curriculum.