

## BS Respiratory Therapy CPR Index (AY22-23)

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**Comprehensive Program Review**

**AV 2022 - 2023**

**Institution:** Middle Georgia State University

**Academic Program:** BS Respiratory Therapy Entry Level

**College or School:** School of Health and Natural Sciences

**Department:** Respiratory Therapy

**CIP Code:** 510908

**Date of Last Internal Review:** 1<sup>st</sup> time CPR

**Faculty Completing Report:** Teri Miller

**Current Date:** 3/7/2023

5 Year Enrollment by Campus and Graduation Trends

Enrollment

Campus	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	5 YR Growth	Fall 2018 compared to Fall 2022 only
Macon	10	18	31	40	28	29.36%	180%
Cochran							
Warner Robins							
Dublin							
Eastman							
Online							
Off Campus							
<b>Total</b>	<b>10</b>	<b>18</b>	<b>31</b>	<b>40</b>	<b>28</b>	<b>29.36%</b>	<b>180%</b>

**Graduates**

- For data consistency, the fiscal year is in which the degree was awarded. For example, the academic year 2019 includes degrees conferred in Summer 2018, Fall 2018, and Spring 2019.

AY2018	AY2019	AY2020	AY2021	AY2022	3 YR Growth	AY2020 compared to AV2022 only
N/A	N/A	8	8	13	27.48%	63%

**\*Note:** There are currently sixteen students from this program of study on track to graduate in May 2023. This will make a four-year graduate average of 11.25.

***Introduction***

The Department of Respiratory Therapy, located on the Macon campus, offers a Bachelor of Science Entry-Level program accredited by the Commission on Accreditation for Respiratory Care (CoARC). This program transitioned from an Associate of Science to a Bachelor of Science in 2018, in alignment with movement within the profession toward baccalaureate and graduate preparation for Respiratory Therapists and MGA's goal to offer more baccalaureate degrees. In offering a BSRT entry level program and a BSRT AS to BS Bridge/Completion program, MGA supports our region through training more respiratory therapists at a higher level and assisting others in advancing their degree.

***Program Purpose and Mission***

The mission of the Department of Respiratory Therapy is to provide a quality education that prepares competent respiratory care professionals to serve a diverse health care community. The program aligns its mission with the school and institution by:

- Attracting and retaining students into our affordable, convenient and challenging degree program and graduating students in a timely manner.
- Offering a curriculum that supports the needs of the health care industry and incorporating experiential learning initiatives.
- Producing competent graduates prepared to meet the needs of the healthcare community.
- Developing and maintaining strong ties with alumni, the respiratory therapy professional community, and the healthcare industry.
- Collaborating with the profession, the university, and the community in professional development.
- Effectively and efficiently managing the resources of the institution.

***Program Goals***

- Attract and retain students into our affordable, convenient, and challenging degree program offerings and graduate them in a timely manner. (Assessed by MGA and CoARC measures)

- Offer a curriculum that supports the needs of the health care industry (Assessed through advisory committee and employer surveys).
- Produce competent graduates prepared to meet the needs of the healthcare community. (Assessed by Graduate and Employer Survey Measures)

***Strategic Initiatives within the Profession***

One of the respiratory therapy profession's initiatives has been to transition toward bachelor-level entry programs and the development of AS to BS completion/bridge programs, as well as developing articulation agreements with technical colleges. Currently most Respiratory Therapy programs nationally (and in Georgia) are offered at the associate of science or associate of applied science level, with MGA being one of only four BS entry programs in Georgia, and the only one in middle and the southcentral and southwestern regions. In response to CoARC's change to offering initial accreditation for new programs at the BS entry level only, MGA made the strategic decision to transition its Associate of Science Entry-Level program to a Bachelor of Science Entry-Level program, a transition which required a CoARC substantive change but maintained the current accreditation of the overall entry program. We implemented a new BS Respiratory Therapy curriculum which utilizes a problem-based learning component, incorporates simulation technology training in laboratories and provides more preparation for students in the areas of research, management, education, and neonatal and pediatric critical care. In offering a bachelor's degree, students take more credit hours in the core and major.

***Program age, tracks, concentrations & methods of delivery***

While teaching out our last Associate of Science cohort, we recruited and accepted our first Bachelor of Science Entry program cohort in Fall 2018. Upon graduation in 2020 this first cohort achieved 100% first-time pass rates on all credentialing examinations, a first for our program (including when it was at the AS level).

The Department of Respiratory Therapy has worked diligently to recruit more students into our BSRT entry program, demonstrating enrollment and graduate growth. Our student body is diverse with the majority being female, between the ages of 22 to 25, and transferring from other institutions into our program.

Ethnicity					
Row Labels	Asian	Black	Hispanic	Multi-racial	White
201808	0.00%	80.00%	0.00%	10.00%	10.00%
201908	5.26%	73.68%	0.00%	10.53%	10.53%
202008	9.38%	56.25%	6.25%	9.38%	18.75%
202108	7.50%	55.00%	5.00%	2.50%	30.00%
202208	3.57%	57.14%	7.14%	0.00%	32.14%

<b>Grand Total</b>	<b>6.20%</b>	<b>60.47%</b>	<b>4.65%</b>	<b>1s.43%</b>	<b>123.26%</b>
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Age				
Row labels	<b>18-21</b>	<b>ZZ-ZS</b>	<b>26-29</b>	<b>&gt;30</b>
201808	30.00%	60.00%	0.00%	10.00%
201908	21.05%	57.89%	10.53%	10.53%
202008	18.75%	53.13%	12.50%	15.63%
202108	20.00%	57.50%	12.50%	10.00%
202208	10.71%	67.86%	3.57%	17.86%
<b>Grand Total</b>	<b>18.60%</b>	<b>58.91%</b>	<b>9.30%</b>	<b>13.18%</b>

Gender		
Row labels	Female	Male
201808	70.00%	30.00%
201908	78.95%	21.05%
202008	81.25%	18.75%
202108	80.00%	20.00%
202208	89.29%	10.71%
<b>Grand Total</b>	<b>81.40%</b>	<b>18.60%</b>

Transferred to MGA		
Row labels	No	Yes
201808	40.00%	60.00%
201908	31.58%	68.42%
202008	37.50%	62.50%
202108	42.50%	57.50%
202208	53.57%	46.43%
<b>Grand Total</b>	<b>41.86%</b>	<b>58.14%</b>

Students complete a core of sixty credits, formally apply to the program and once admitted, begin in fall semester with the program progressing for five consecutive semesters to graduation. While in the program students attend face to face classes and laboratories on the Macon campus and attend clinical rotations each semester in area hospitals, primarily at Atrium Navicent, Piedmont Macon, and Houston Medical Center since Respiratory Therapists are trained primarily for work in critical care units. Most of the clinical time is spent in the ICU (Intensive Care Unit), with rotations in medical ICU, surgical/trauma ICU, cardiac and cardiovascular ICU, neuro ICU, pediatric ICU, and neonatal ICU. They also complete specialty rotations in intubation, pulmonary function testing, sleep medicine, homes care, long term

care, and endoscopy. During their last semester they complete a comprehensive externship in critical care. We also now offer a neonatal track experiential learning option for students seeking additional preparation in neonatal care and transport. Those students selected participate in interdisciplinary neonatal training, focused on meeting a regional need for more neonatal transport-ready respiratory therapists, with some graduates of this program beginning work directly in the NICU environment. All RT students complete laboratory training on adult, pediatric and neonatal and infant high fidelity simulation, utilizing mechanical ventilation and airway management tools to simulate realistic patient scenarios. Of note, the faculty have engaged in research activities which demonstrated improved credentialing success with the incorporation of high-fidelity simulation in this entry program.

Students in this program engage in community service-learning activities such as asthma camps through the RT recognized student organization, MGREAT (Middle Georgia Respiratory Education Action Team). While the onset of COVID-19 tremendously impacted our ability to serve in the community, students and faculty are beginning to engage more, participating in recruitment activities and organizational activities such as the Georgia Society for Respiratory Care and the American Association for Respiratory Care.

#### *Benchmarks of progress*

As required by CoARC, this program of study serves under the medical direction of Dr. Jonathan Dean, MD, a local pulmonologist and engages its Advisory Committee, a group of area hospital managers, educators, and community partners who help guide and direct, as well as offer assistance with resources and clinical placement and activities. We submit annual reports to CoARC for the purpose of continuing accreditation, which we have maintained in good standing. We utilize CoARC standards and credentialing outcomes to help guide our curricular decisions to improve student outcomes. We utilize National Board for Respiratory Care (NBRC) assessment tools for early assessment of learning and inform needed intervention for individual students.

The program utilizes four full-time faculty and seven part time clinician instructors to administer and teach its BSRT Entry Program and BSRT Bridge programs. The faculty are highly engaged in their professional organizations and professional development, with all having specialty credentials and three serving in major leadership positions within the GSRC (Georgia Society for Respiratory Care) and the AARC (American Association for Respiratory Care), serving not only their local and campus community but their professional community.

#### *Accreditation information/status*

The Bachelor of Science in Respiratory Therapy Entry-Level program is accredited by the Commission on Accreditation for Respiratory Care. For CoARC credentialing outcomes, we currently have a 94% Therapist Multiple Choice (TMC) High Cut Score rate of 94% (60% Threshold; 83% national average) and Registered Respiratory Therapist (RRT) Success at 91% (72% national average). We have been recognized by CoARC for outstanding RRT credentialing

success for the past three years. We have a 94% job placement of recent graduates and 100% graduate and employer satisfaction rating. We currently have a 72% retention rate, above the 70% threshold, but below the national average, which is an area we are working to improve. { <https://coarc.com/> )

#### *Changes since last review*

The primary change since our last review is the transition from an AS program to a BS program, with incorporation of a new problem-based learning curriculum which offers more RT leadership preparation. We have incorporated a new high-fidelity simulation program for laboratory training, and advanced our interdisciplinary activities for our students with nursing, OT, and the Philadelphia College of Osteopathic Medicine (PCOM). Our credentialing outcomes have improved and our accreditation status has been maintained, with commendation.

#### *Plans for action*

The onset of the COVID-19 pandemic presented unprecedented challenges for education and healthcare. Our program of study was tremendously impacted through resource access {our mechanical ventilators were procured by the Georgia Emergency Management Agency) and clinical site access. Our faculty worked to transition student curriculum to meet the necessary online learning for that timeframe; those were short-term impacts. The long-term impact is showing fewer students seeking a career in healthcare. This has presented a new challenge for us to strengthen our recruitment efforts, getting back into schools, engaging with student healthcare groups like Health Occupation Students of American (HOSA) and utilizing all means possible to share more about the profession of Respiratory Therapy and our program to recruit more students for our program and to meet community needs.

Additionally, retention of our students in the program is a priority we are addressing. We have implemented earlier engagement with the MGA Student Success Center, utilized more faculty and peer tutoring methods, implemented momentum initiatives to support student success, and utilized more laboratory practice time. Students in our program have met unprecedented challenges over the past few years and have left this program of study for a variety of reasons, some academic, some behavioral and some personal. We will continue to seek evidence-based methods to improve retention and success.

#### *Shifting trends and market forces that may impact program demand*

The US (United States) Bureau of Labor Statistics projects employment growth of 14% from 2021 to 2031, much faster than the average for other occupations and by 2030 it is projected that approximately 92,000 RTs will leave the profession, mostly through retirement. Following a period in which COVID-19 profiled the essential role of the Respiratory Therapist in critical care, there is a regional and national shortage and need for more Respiratory Therapists. This program is needed in this community to provide a steady and increasing flow of graduates to meet this need. There is currently vacant RT positions at each of our regional larger hospitals

and these organizations are increasingly utilizing contract employees to meet staffing needs. There is strong demand for Respiratory Therapists and our students and graduates are strongly recruited by organizations from across the US.

***Viability***

In summary, our Respiratory Therapy entry program at MGA offers a robust curriculum and a diverse student experience, which strengthens the interdisciplinary experience for other students at the university. Its faculty are highly engaged, credentialed, and recognized within the profession. This program has three years of graduates, has shown progressive growth in enrollment, and with its fourth graduating class this coming May, 2023, will have an average of over 10 graduates per year, meeting the minimum benchmark. It meets a local and regional critical need for respiratory therapists and has demonstrated outstanding credentialing and accrediting outcomes, which speaks to the quality of its graduates. Respiratory Therapists serve all patient populations in the most critical and life-threatening circumstances, something which the recent pandemic demonstrated in profound ways. With the need for RTs projected to increase, this program offers a strong option for Georgia's students.



## IEB's Comprehensive Program Review Rubric and Evaluation

Date Reviewed: 3/31/2023

Program Reviewed: BS Respiratory Therapy Entry Level

**Contextual Notes:** Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program

The onset of the COVID-19 pandemic presented unprecedented challenges for education and healthcare. This program of study was tremendously impacted through resource access (their mechanical ventilators were procured by the Georgia Emergency Management Agency) and clinical site access. The faculty worked to transition student curriculum to meet the necessary online learning for that timeframe; those were short-term impacts. The long-term impact is showing fewer students seeking a career in healthcare.

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment	<i>This program has significantly positive enrollment trends and robust credit hour production</i>	<i>This program has stable or moderately positive enrollment trends and healthy credit hour production</i>	<i>This program has negative enrollment trends and weak credit hour production</i>		Exemplary! This program has experienced significant positive enrollment trends during its short existence. However, there was a considerable dip during 2022 COVID.
Graduation Trends USG benchmark:  Bachelor's Degrees: 10 graduates/year  Graduate, Associate's or Certificates: 5 graduates/year	<i>Three year rolling average greatly exceeds USG minimum benchmark/or degrees conferred</i>	<i>Three year rolling average meets or exceeds USG minimum benchmark for degrees conferred</i>	<i>Three year rolling average does not meet USG minimum benchmark/or degrees conferred; the program is "low performing" by USG definition</i>		Exemplary( This program did not have any graduates until 2020. That year it had 8. In 2022, it had already grown to 13 graduates, meeting the USG established benchmark of 10.

## IEB's Comprehensive Program Review Rubric and Evaluation

Programs ranked under these benchmarks are designated as "low performing"					
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**Program Strengths of Note:** There are many! Just to name a few:

- Enrollment has increased by 180% from fall 2018 to fall 2022, and its number of graduates has increased 62.5% from its first graduating class in fall 2020 to the fall of 2022.
- CoARC has recognized the program for outstanding RRT credentialing success for the past three years.
- The program has a 94% job placement of recent graduates, and 100% graduate and employer satisfaction rating.
- The program has incorporated a new high-fidelity simulation program for laboratory training, and advanced the interdisciplinary activities for their students with nursing, OT, and the Philadelphia College of Osteopathic Medicine (PCOM).
- Their credentialing outcomes have improved and their accreditation status has been maintained, with commendation.

**Areas of Concern:** Between 2018 and 2021, the enrollment had grown substantially from 10 students to 40. However, there was a statistically significant 30% sharp drop in enrollment to 28 students in 2022. We hope that this drop was just attributed to COVID, and not some other reason.

**Other Comments:** The subcommittee wants to applaud this program for its wonderful diversity amongst its students.

The United States Bureau of Labor Statistics projects employment growth of 14% from 2021 to 2031. This is much faster than the average for other occupations. By 2030, it is projected that approximately 92,000 RTs will leave the profession (mostly through retirement). Following a period in which COVID-19 profiled the essential role of the Respiratory Therapist in critical care, there is a regional and national shortage and need for more Respiratory Therapists. This program is needed in this community to provide a steady and increasing flow of graduates to meet this need. Currently, there are vacant RT positions at each of our regional larger hospitals, and these organizations are increasingly utilizing contract employees to meet staffing needs. There is strong demand for Respiratory Therapists and our students and graduates are strongly recruited by organizations from across the US.

## Comprehensive Program Review Report

**Academic Program Name:** BS Respiratory Therapy Entry Level

**College or School:** School of Health and Natural Sciences

**Department:** Respiratory Therapy

**Date of Last Internal Review:** 1<sup>st</sup> time CPR 3/7/2023

**Outcome of Previous Program Review (brief narrative statement, if applicable):**

**Current Date:** April 19, 2023

**Executive Summary:** *Provide a summary related to the academic program's quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal. Include a statement of plans for action based on the overall categorical summation contained in the next section.*

This program is very viable due to the exceptional productivity in the areas of teaching, learning, service, and scholarly activity. We acknowledge the concern about the decrease in enrollment in Fall 2022 and the weak credit hour production which is attributed to the impact of the COVID-19 pandemic. In spite of the enrollment issue, the RT program continues to excel successful outcomes with our graduates passing their national respiratory registry board exams.

We are working hard to recruit and enroll more students into the RT Entry program through a variety of methods. For example, we are hosting visits from local high school Health Occupations Students of America (HOSA) groups. We are also conducting informational webinars for prospective students in addition to becoming more engaged with advertising and informational posts on the Instagram platform.

## Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program.

### XX Program MEETS Institution's Criteria

XX Program is critical to the institutional mission and will be retained.

XX Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

### Program DOES NOT MEET Institution's Criteria

D Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

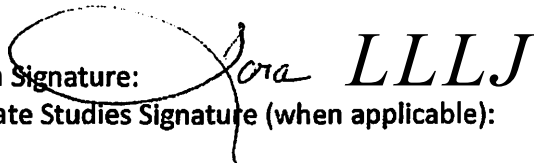
Program will be deactivated.

D Program will be voluntarily terminated.

Other (identify/add text):

Academic Dean Signature:

Dean of Graduate Studies Signature (when applicable):

 Jora LLLJ

Date: 4/18/2023

Comprehensive Program Review Report  
Academic Program Name: BS RT Entry  
College or School: School Health and Natural Sciences  
Department: Respiratory Therapy  
CPR Review Schedule AY22-23

**Provosts Response:**

The Bachelor of Science in Respiratory Therapy (Entry Level Program) at Middle Georgia State University (MGA) has met enrollment and graduation expectations, solidifying its role as a critical component in MGA's clinical health sciences program portfolio. This program has consistently upheld MGA's mission by achieving outstanding recognition from the Commission on Accreditation for Respiratory Care (CoARC) for three consecutive years, showcasing remarkable success in RRT credentialing. With a remarkable 94% job placement rate for recent graduates and a 100% satisfaction rating from both graduates and employers, the program stands as a beacon of excellence in clinical health education. Through innovative initiatives such as the incorporation of a high-fidelity simulation program for laboratory training and enhanced interdisciplinary activities with nursing, occupational therapy, and the Philadelphia College of Osteopathic Medicine (PCOM), the program continues to address strategic priorities and adapt to the evolving needs of the healthcare industry. The sustained improvement in credentialing outcomes and the maintenance of accreditation status with commendation underscore the program's commitment to delivering high-quality education in respiratory therapy.

**Categorical Summation**

Check any of the following to categorically describe action(s) the institution will take concerning this program.

- X Program MEETS Institution's Criteria
    - Program is critical to the institutional mission and will be retained.
    - Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.
  - Program PARTIALLY MEETS Institution's Criteria and will be re-evaluated in
  - Program DOES NOT MEET Institution's Criteria
    - Program will be placed on a 1 year monitoring status.
    - Program will undergo substantive curricular revisions.
    - Program will be deactivated.
    - Program will be voluntarily terminated.
    - Other (identify/add text):
- Provost or VPAA Signature:                      Date:



Handwritten signature and date: 1/23/24