

Strengthen Student Recruitment and Retention: The World Needs More RTs



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Conflict of Interest

- None



Learning Objectives

Participants in the workshop will:

- Identify successful student recruitment and retention practices for various audiences and institutions.
- Create a recruitment and retention plan to deploy at their institution.
- Propose a plan to measure success of student recruitment, enrollment and retention initiatives.



What key factors are driving the shortage of RTs and the need to improve recruitment and retention?



Participation is down in educational programs.¹

- **27%** decrease in enrollment since 2010
- Only **10%** of programs at capacity



The need for quality respiratory care is increasing.

- **14%** growth projected for RT jobs by 2031⁴
- **100M+** million Americans affected by respiratory disorders



Retirements of RTs are outpacing new growth.²

- More than **92,000** RTs will leave by 2030
- Need to retain more than **155,000** RTs



Burnout is escalating³

- **72%** are feeling the effects
- **93%** say burnout a major issue

RECRUITMENT STRATEGIES

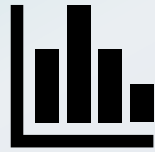
Survey Results

Survey



821 PDs and DCEs of CoARC accredited programs invited to participate

Quick



Analysis based on 215 responses

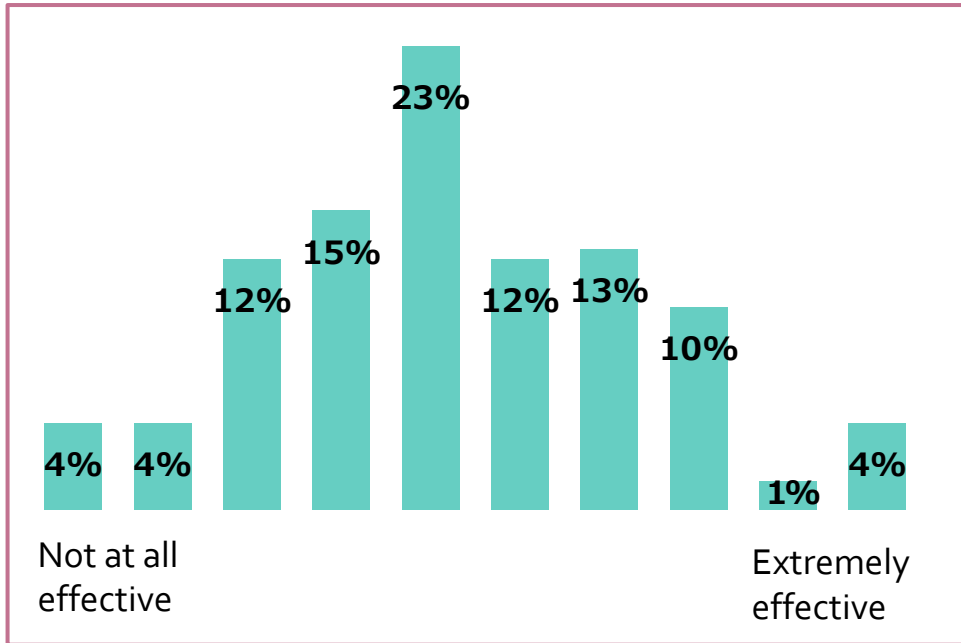
Facts



Survey available:
Dec. 7-22, 2022

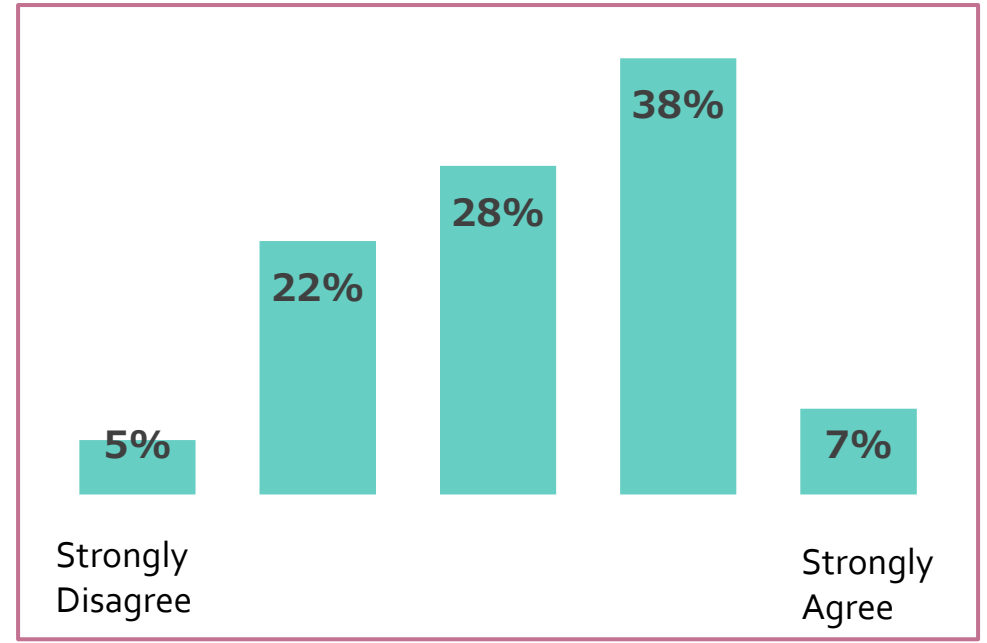
Overview

Respondents found institutional recruitment efforts to have average effectiveness at encouraging new applications and result in students who are retained throughout the program.



In terms of encouraging new applications to the respiratory therapy program, how effective are recruitment practices?*

*6 respondents indicated being new to the role and unable to respond.

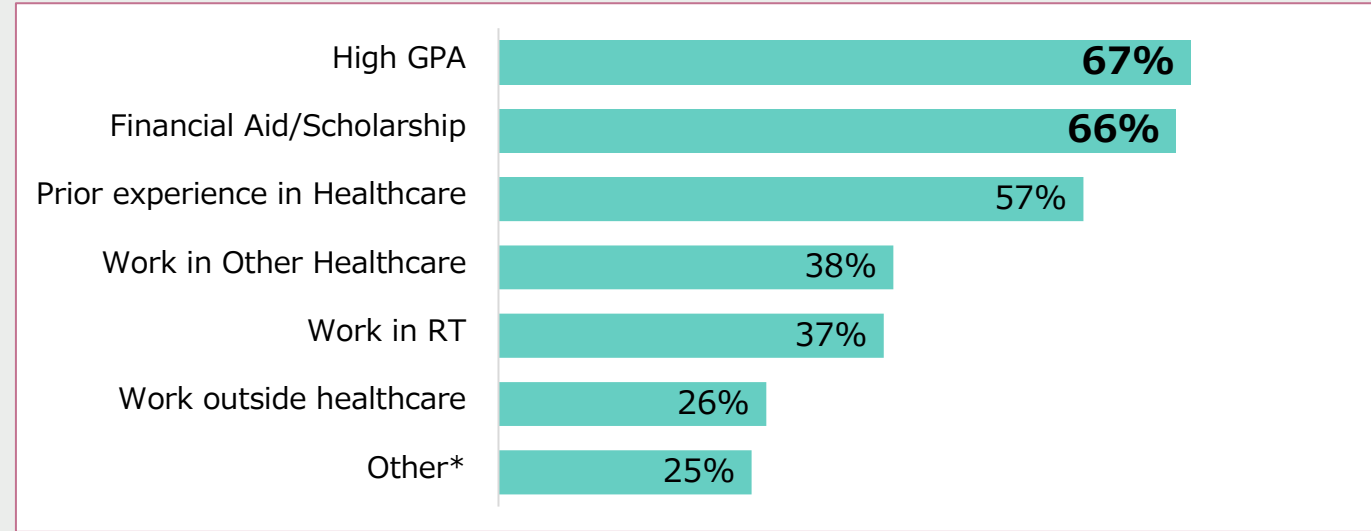
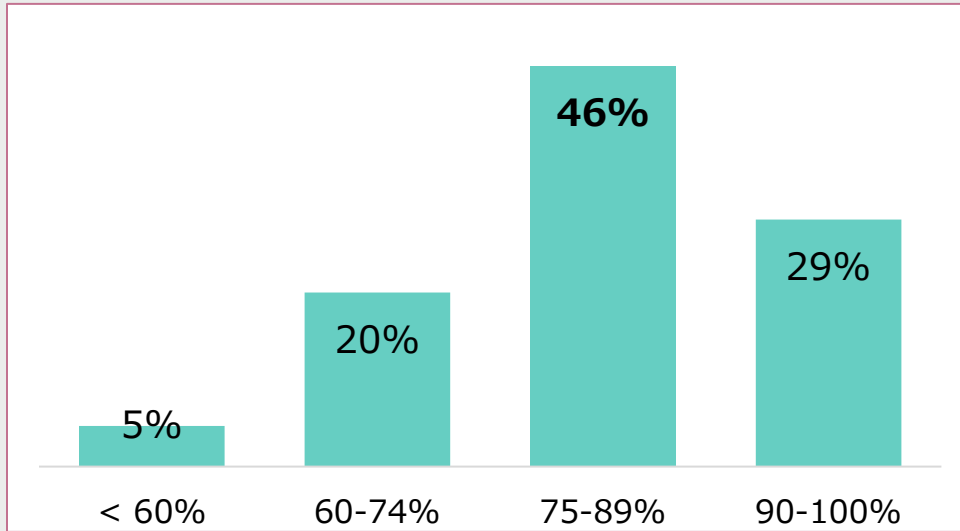


Our institution's recruiting efforts result in securing students who will be retained throughout the RT education program.



Characteristics of Students

Most students who start the program finish, maintain a high GPA, and receive financial aid/scholarships.



Over the past three to five years, what percentage of RT students who started the program graduated?

Which of the following are common attributes among those who complete the program?

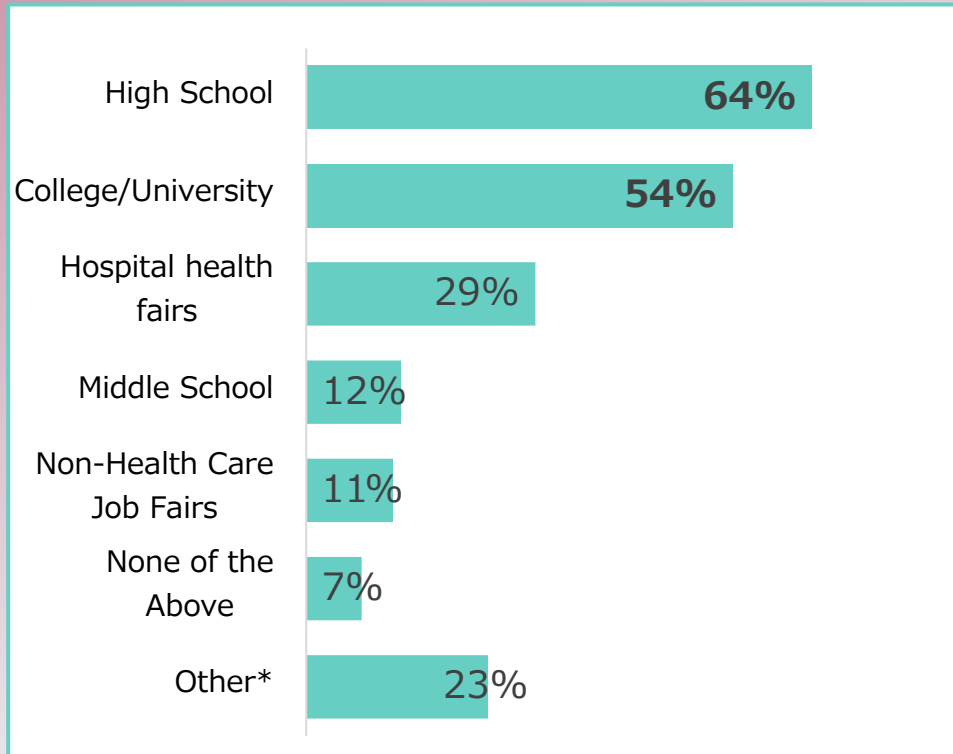
Respondents could select all that applied. Percent of cases is reported.

*Summary of other characteristics:

- Connection to/passion for respiratory therapy
- Desire to succeed
- Flexible/adaptable
- Has completed gen. ed. prerequisites
- Not working full-time
- Time management/study skills
- Strong work ethic/drive/commitment
- Support system in place
- Utilizes available academic resources

Recruitment Fairs

High school and college/university fairs are most effective at increasing applicants/enrolled students.



In terms of increasing the number of your program's applicants and/or enrolled students, what type(s) of recruitment fairs do you find effective?

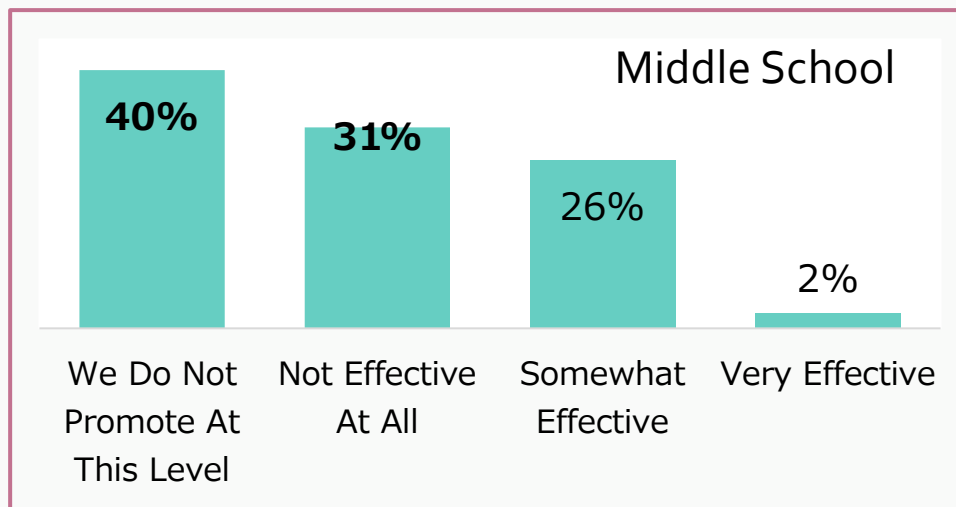
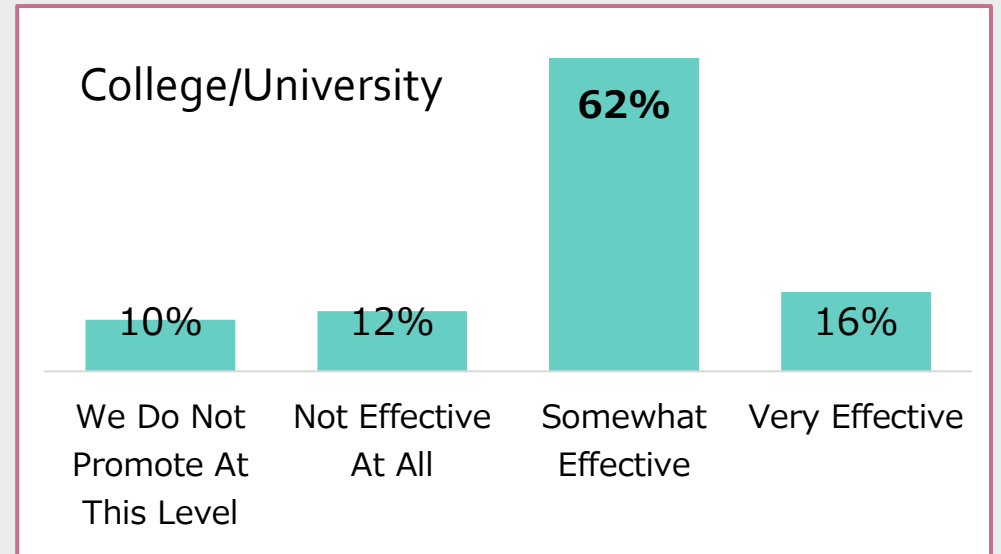
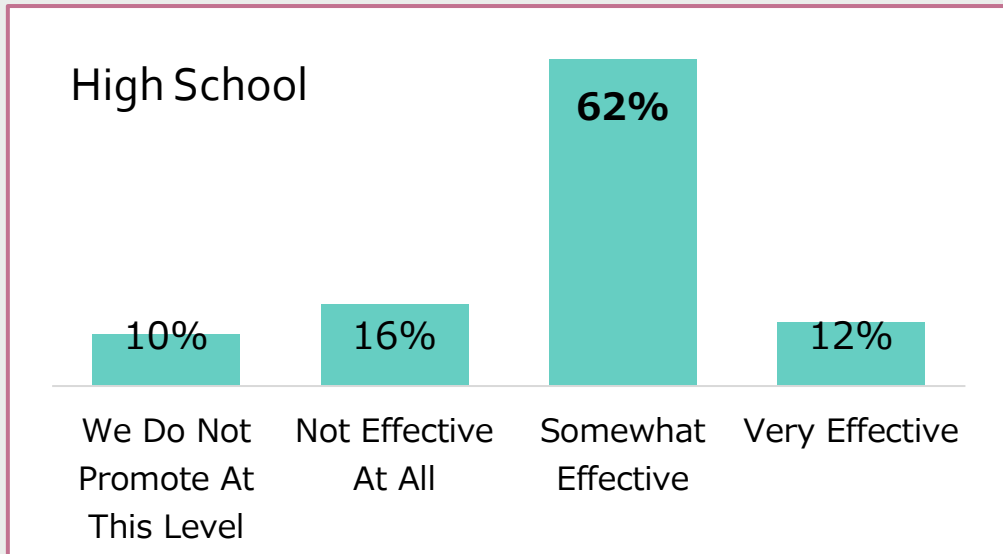
Respondents could select all that applied. Percent of cases is reported.

*Summary of other effective recruitment opportunities:

- Advisors for students with undeclared majors
- Affiliation agreements with other higher education institutions
- Collaboration with local hospitals to help career advancement for patient sitters, CNAs, etc.
- Career fairs
- High school students in health profession courses
- HOSA (Future Health Professions)
- Incoming freshman / school preview /transfer student events
- Minority-lead organization fairs
- STEM events
- Visiting pre-requisite general education courses or health science support classes
- Word of mouth - especially from current students and previous graduates

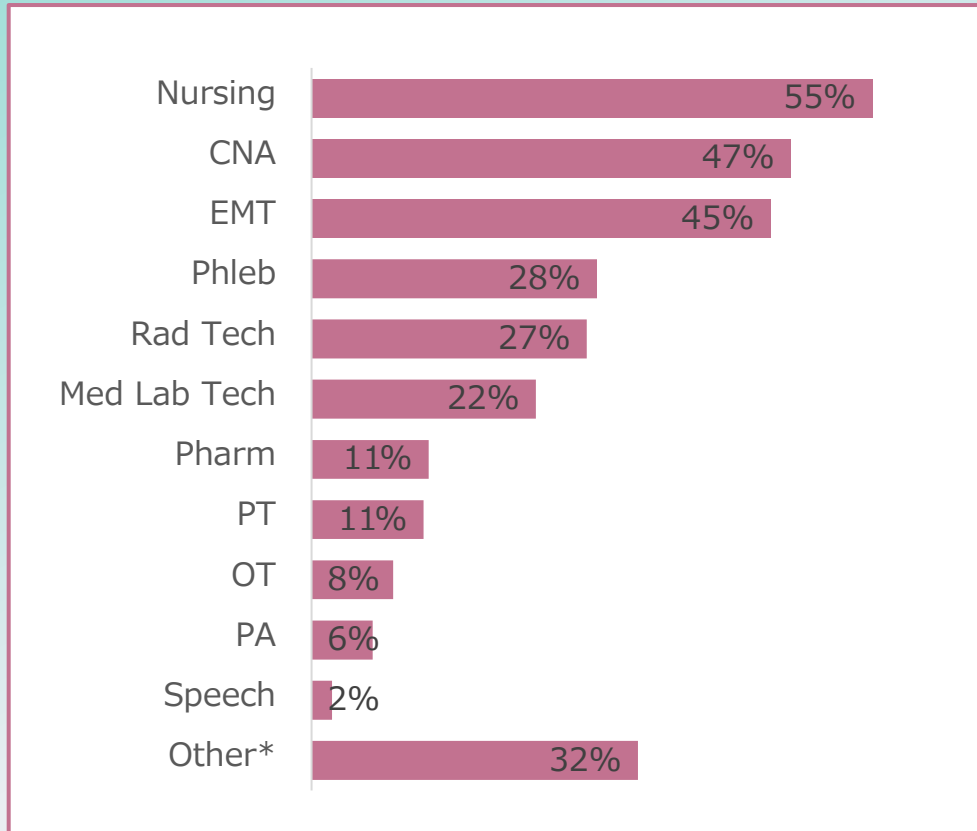
School Recruitment

Most programs recruit from high schools and colleges/universities, and the efforts are somewhat effective. Recruitment of middle school students is less common and less effective.

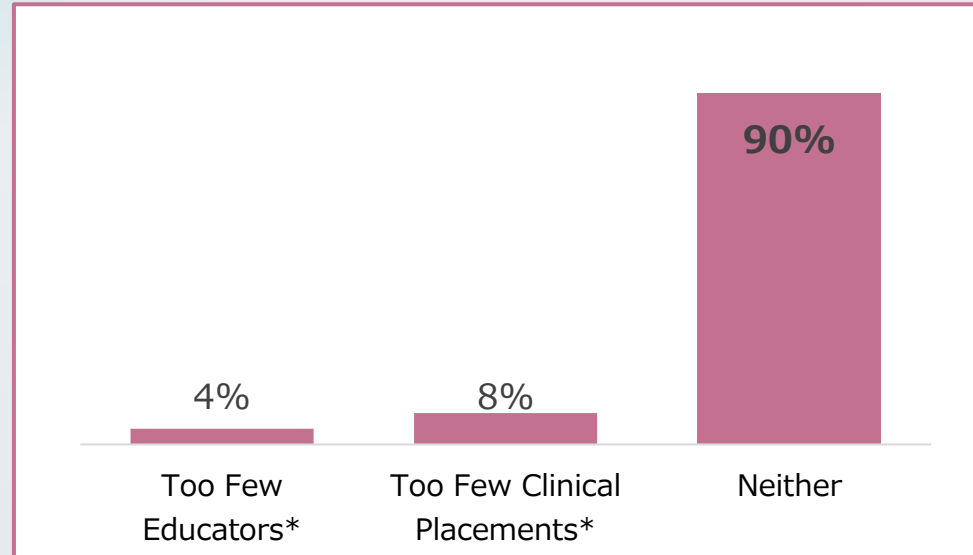


Program Candidates

Education programs primarily target Nursing, CNA, and EMT applicant groups for recruitment. Few programs have had to decline qualified applicants due to lack of instructors or clinical placements.



Respondents could select all that applied. Percent of cases is reported. 37 respondents indicated not having access to other applicant groups.



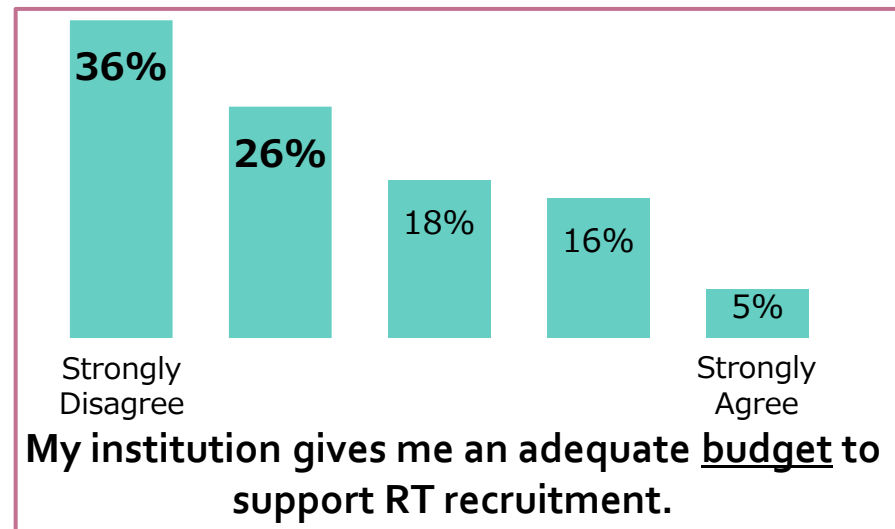
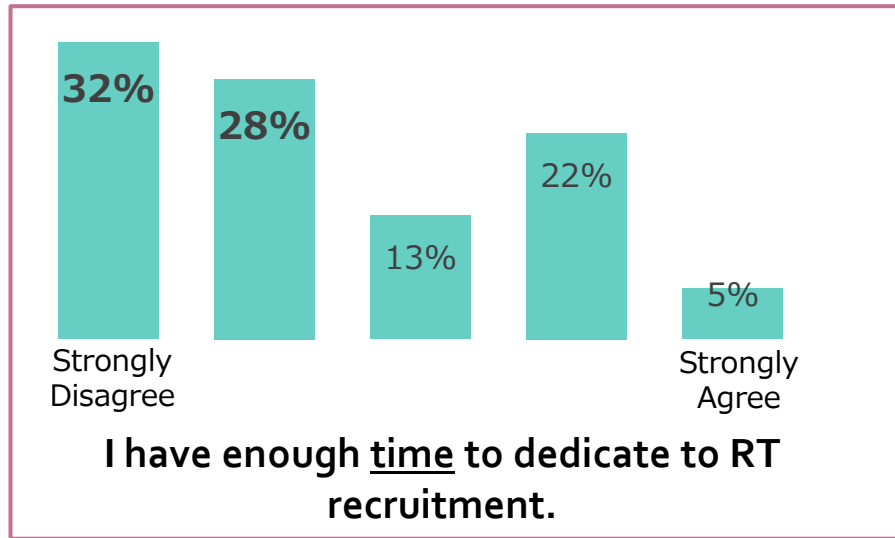
*Respondents could choose one or both. Percent of cases is reported.

Other Candidate Groups*

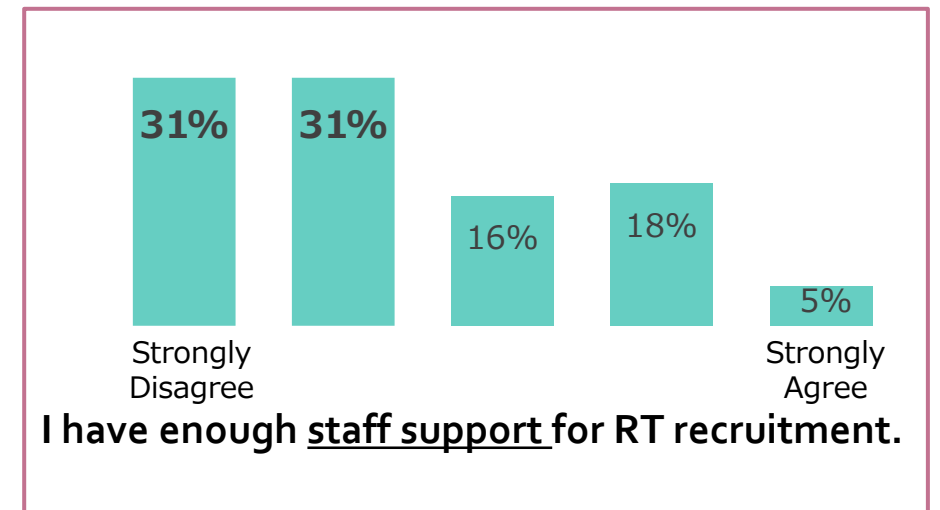
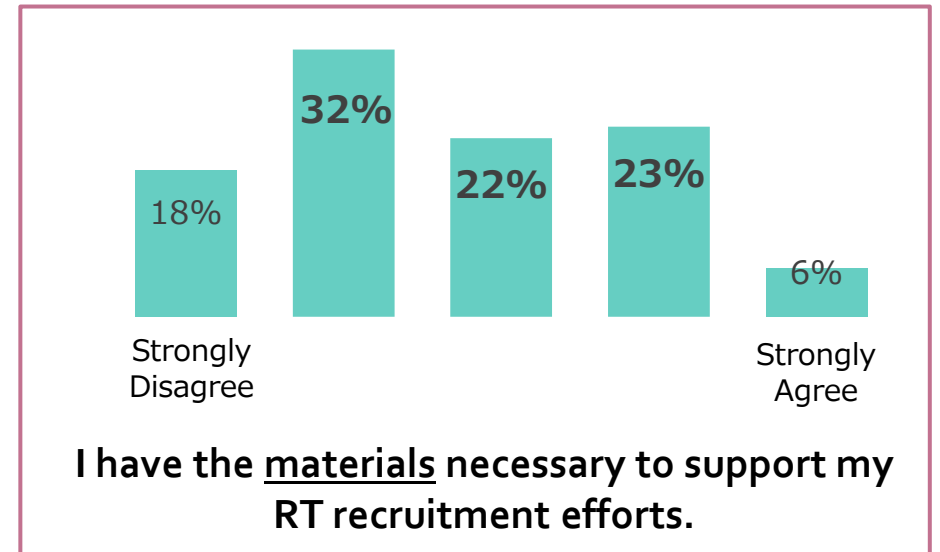
- Any allied health
- Athletic training/Exercise science
- Biology
- Dental assistant/hygiene
- Diagnostic medical sonography
- General studies
- Medical Assisting
- Nuclear medicine
- Paramedic
- Ophthalmology
- Perfusion
- Pre-healthcare
- Sonography
- Surgical technology

Recruitment Support

Individuals in education program leadership roles generally don't feel like they have enough time or support for recruitment efforts.



21%
Approx. % of work time spent on recruitment



Measuring/Monitoring Success

Respondents were asked to describe how success of recruitment strategies is measured/monitored. The following themes were noted:

Applications

- “Quality and quantity of applicant pool”
- “Number of applicants on the waitlist”
- “Number of applicants – specifically RT ONLY apps”

Interviews/Surveys

- “Survey upon application to find out how they heard of us”
- “Interview during advising”
- “Information session attendees are surveyed”

Enrollment

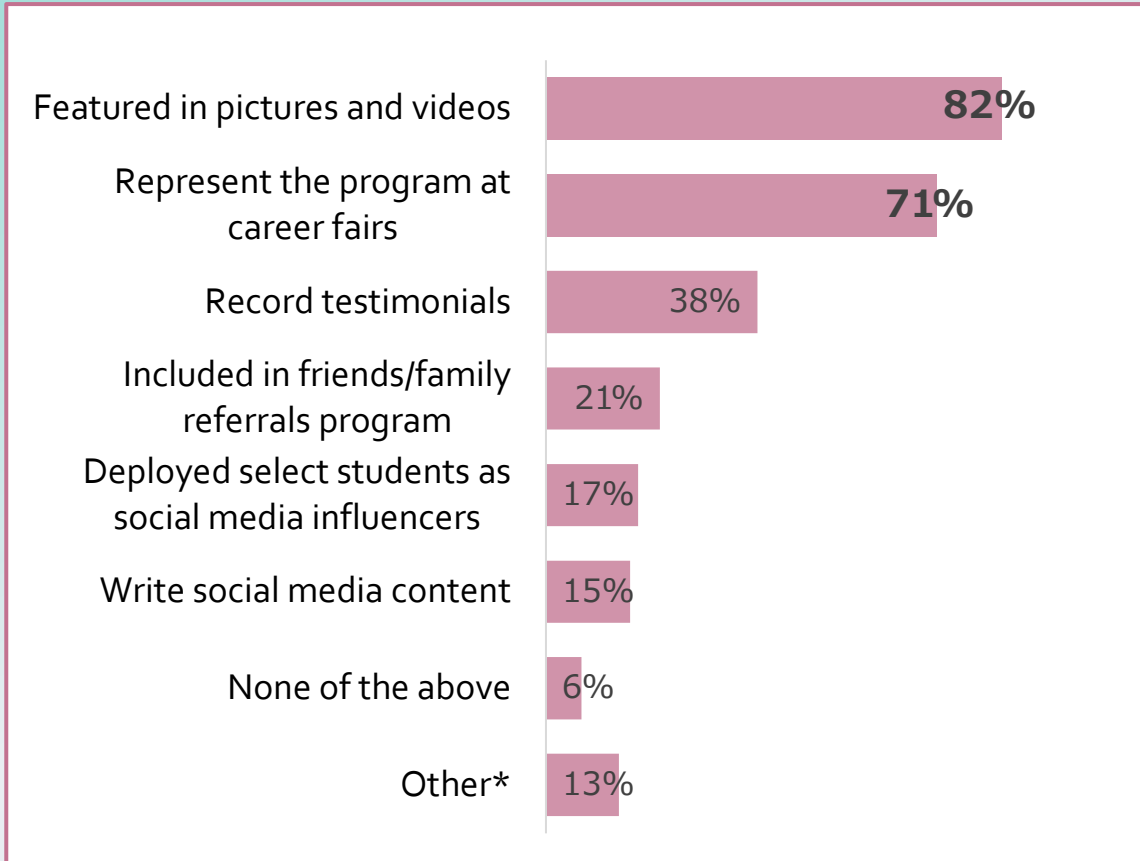
- “Number of applicants, retention, graduation rate, NBRC outcomes”
- “Full classes”
- “Butts in seats”
- “Students who choose RT as their major”

Other

- “QR code trackers”
- “We don’t monitor the outcomes”
- “Email inquiries, replies, website clicks, RSVP metrics, event attendance”

Students as Recruiters

Education programs tend to feature students in pictures and videos, and they represent the program at career fairs.



Other Student Involvement in Recruitment Activities*

- Achievements shared in Health Sciences newsletter
- Community outreach (Commit to Quit, hands-on events)
- Student association/respiratory club activities
- Volunteering with professional organizations in the community
- Word of mouth

How are current students involved in your institution's recruitment activities?

Respondents could select all that applied. Percent of cases is reported.

MoreRTs.com

Use of Social Media

Education programs leveraged Facebook and Instagram to reach students.



Facebook
66%



Instagram
35%



YouTube
14%



LinkedIn
13%



Twitter
13%



TikTok
11%



None of the
Above
22%



Other*
11%

Other Social Media Platforms*

- TV Ads
- School website
- This is managed by the school, not the RT program.

Social Media Feedback

In general, programs

- don't have time to use social media,
- don't use it very frequently
- don't know what to post, or
- are prevented from doing so by the institution's marketing department.

Use of student voices is most effective for those who can leverage social media platforms.

Best Practices Overview

13 Respondents were prioritized for follow-up telephone calls, representing a mix of those who rated their institution's recruitment initiatives highly effective and not very effective. We also selected a mix of program types. Below is a review of highlights from the best practices we deem to have the greatest merit for sharing in the recruitment best practices compendium and Summer Forum workshop. We will continue to build out these topics based on the interviews.

Initiative	Highlights
Corporate Incentive Partnerships	<ul style="list-style-type: none"> Working in partnership with Guild and the local Academic Medical Center and Children's Hospital, full tuition reimbursement is offered for Associate Degree students who agree to work 2 years at one of the two hospitals; one year into employment, student may return for Bachelor Degree completion with full reimbursement provided staying an additional 2 years at the hospital. 50 % enrollment; first year in operation. Ascension model is similar
Student Survey	Program director is conducting a retrospective 5-year study to evaluate those qualifications/attributes that will pinpoint who best to recruit in the future. Results should be ready to share in next 30 days – we will follow-up to further assess
Best in Class Lab	Program director actively engages with vendors to donate high-end, innovative, expensive lab equipment in return for video promotion, social media promotion of students with equipment; leverages lab as best in class across all other health sciences occupations; offers Code Club – invites students into lab for mock codes (targets CNAs, dental and MA students)
Recruitment as Culture	<ul style="list-style-type: none"> Recruitment is all about the culture and embedding it as part of your ongoing, day-to-day work streams RT Swag – Walking Talking Billboards: Program director leverages RT Swag – educators wear routinely versus business wear; students receive branded merch – encouraged to wear Class assignments for students to recruit

Best Practices Overview

Continued

Initiative	Highlights
Ambassadors	<ul style="list-style-type: none"> • Scholarships provided to social media ambassadors – requirement to post/share to Instagram and TikTok • Community service hours – requirements to recruit/post and share; community organizations do in kind; also includes point systems • Students engaged/assigned to do speaking engagements/fairs/etc.
Community Collaboration	<p>Program director works through a collaboration of hospitals in the area to jointly plan and implement to meet collective goals for recruitment and hiring. Program also included an online “jam session” at 6:30 a.m. where students, PD and hospital reps could join to answer questions/discuss topics (this part of the initiative is currently on hold – will check back).</p>
Intro to RT as Elective Course	<p>Program directors placed Introduction to RT as an elective open to all students as opportunity to drive awareness and target new recruits. Elective is highly recommended for all health occupation students.</p> <ul style="list-style-type: none"> • Content focused on what you can do with degree, how it is recognized; opportunities for advancement, as well as RC intro; exercises in math and critical thinking to assess potential candidates • Students and instructors promote all over campus (make it fun/interesting)
Evaluate the Application Process	<ul style="list-style-type: none"> • Mirror process for other health sciences and or differentiate to your benefit (e.g., timing of early acceptance, no application fee for RT, etc.) • Save time by removing 1:1 interviews – replace with 2 requirements: written response to what is it about Respiratory you are interested in (assess expression, writing, original thought) and video: why are you choosing our University (assess ingenuity, creativity and verbal communications capability)
Low Hanging Fruit (easy to implement common denominators)	<ul style="list-style-type: none"> • Use MoreRTs as a recruitment tool; develop mechanism to download from site for share strategy • Online videos, patient and RT stories • Targeting the right students: mine admissions lists, target AP classes, PAs, EMTs, Military, Undecideds • Request academic advisors shadow at the hospitals to see students/prior graduates at work

My Roadmap

The road to discovering a rewarding career in respiratory therapy.

When everyone takes responsibility for recruitment, we lift the respiratory care profession. Targeting opportunities for individuals, high school counselors, HOSA chapters, etc.



Grades 7-10

STEM careers begin; explore medical career packages begin in Grade 9

Recruitment Opportunities

- Presentations to STEM classes and teachers
- Attend STEM career fairs
- Ensure HS advisors have RT career information
- Invite HS advisors to shadow RT students
- Present to anatomy and physiology classes



Juniors

- Enroll in AP Courses, College prep math (2 years required for medical)
- Apply for pre-health sciences and dual credit courses
- Sign up for SAT/ACT
- Request info from colleges and campus tour

Recruitment Opportunities

- Presentations to STEM classes
- Attend STEM career fairs
- Ensure HS advisors have RT career information
- Invite HS advisors to shadow RT students in simulation lab
- Apply for entry to practice (Associates, Bachelor's, Master's programs)
- Encourage RT students to present to candidates during college visits/campus tours



Graduates

Recruitment Opportunities

- Contact college advisors for potential candidates
- Identify and recruit EMT, MA, CRNA candidates on wait list to RT program
- Identify and recruit RN candidates not accepted to RT program



Seniors

- Final college visits
- Sign up for SAT/ACT
- College/university applications due
- Graduation
- College application accepted (Nov-Summer)

Recruitment Opportunities

- Invite college advisors to shadow students/graduates in simulation labs, at local hospitals



College Classes Begin

Recruitment Opportunities

- On campus recruitment of students in pre-health profession courses
- Present to student organizations



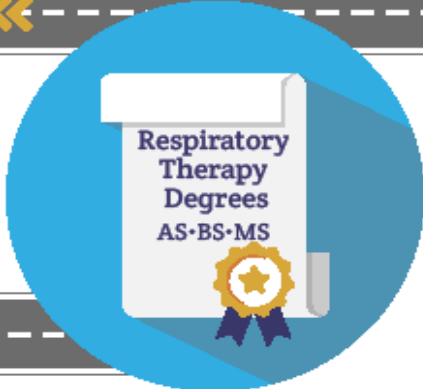
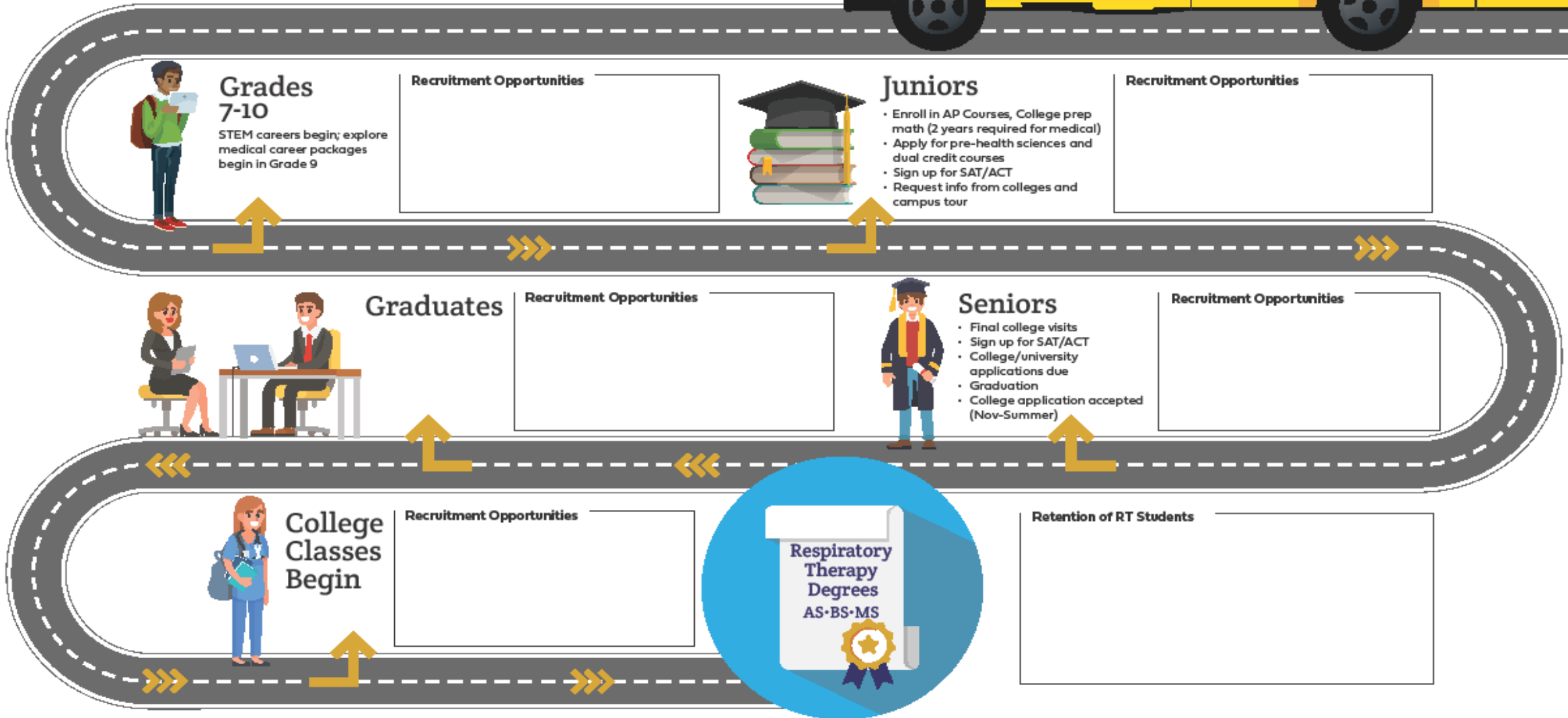
Retention of RT Students

- Access to resources (mental health, transportation, food/security, etc.)
- Access to scholarships (school foundation, Lambda Beta, ACRF, AHEC Scholars, state societies)
- Involve students in state meetings, Student House of Delegates
- Involve in local recruitment initiatives
- Targeted social media/social media ambassadors

My Roadmap

The road to discovering a rewarding career in respiratory therapy.

When everyone takes responsibility for recruitment, we lift the respiratory care profession. Targeting opportunities for individuals, high school counselors, HOSA chapters, etc.



RESPIRATORY THERAPY RECRUITMENT: How Heard Scorecard

How Heard Data

January																						Total	
Advertisement																							0
Advisor-College																							0
Advisor-High School																							0
Campus Tour																							0
Career Fair																							0
Direct Mail																							0
Email																							0
Family/Friend																							0
School Event																							0
Social Media																							0
STEM Event																							0
Tuition Reimburse.																							0
Web																							0
Other																							0

February																							Total
Advertisement																							0
Advisor-College																							0
Advisor-High School																							0
Campus Tour																							0
Career Fair																							0
Direct Mail																							0
Email																							0
Family/Friend																							0
School Event																							0
Social Media																							0
STEM Event																							0
Tuition Reimburse.																							0
Web																							0
Other																							0

ACTIVITY TRACKER: Recruitment Activity By Month Scorecard

Month	Recruitment Events	Description of Recruitment Activities
January		
Week 1	12	Presented to 3 Health Prof classes; Open House
Week 2		
Week 3		
Week 4		
Week 5		
February		
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
March		
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
April		
Week 1		
Week 2		
Week 3		
Week 4		
May		
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
June		
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
July		
Week 1		

Best Practice Examples

- Collaborate with Community: AHEC Scholars
- Collaborate with Community: Breathe-ZY Educational Program
- Collaborate with Community: Charleston Area RT Employment Planning
- Leverage Corporate Partnerships
- Recruitment as Culture
- Data-Driven Targeting for Likely to Excel RTs
- University of Michigan – Flint: 1-2-1 Program
- Sanford Health Sponsorship Program
- Social Media Ambassadors

Collaborate with Community: AHEC Scholars



Collaborate with Community: AHEC Scholars

Submitted by: Jennifer Anderson, EdD, RRT, RRT-NPS, Academic Department Chair, MSU Texas Respiratory Department; and Sarah Long, Manager of the Area Health Education Center (AHEC), MSU Texas

INTRODUCTION

Although many promising recruitment strategies are in play among U.S. respiratory education programs, the standouts usually emerge from collaborative efforts within the community. When multiple stakeholders gather together to define and solve recruitment challenges, they are more likely to spark greater creative problem solving and value – spurring enhanced awareness of the respiratory care profession to drive stronger results.

HOW IT WORKS

Born out of community collaboration, one of the most successful recruitment practices at MSU Texas serves as an outreach initiative for Texas Tech and, as an affiliate, MSU Texas: the Area Health Education Center Scholars, or [AHEC Scholars](#). AHEC is a federal grant program established in 1971 with 261 centers nationwide, including six in the West Texas area.

The two-year program offers creative, hands-on curricula for high school and college students in rural or underserved areas who are seeking a career in health sciences or human services. Initially, the AHEC program did not have educational offerings for respiratory therapy. Jennifer Anderson, EdD, RRT, RRT-NPS, the academic department chair for the MSU Texas Respiratory Department, and Sarah Long, the manager of AHEC who is also at MSU Texas, persuaded the Health Resources and Services Administration, the federal sponsor of AHEC, to add the respiratory therapy curriculum.

Sarah describes the program as a feeder system, bringing clinical training to individuals who otherwise may not be aware of healthcare professions like respiratory therapy, and resulting in a higher number of trained respiratory therapists (RTs) to fill high-demand jobs. Over the past three years, the respiratory therapy program has tracked eight students who were influenced by the AHEC Scholars program to become RTs.

The program is hosted by MSU Texas to support the network of healthcare organizations across the region in recruiting a diverse workforce. In addition, AHEC helps organizations with grant dollars to support the promotion and fulfillment of the education programs. For example, grant resources were used to fund pig lungs, as well as printed flyers and brochures to circulate among area high schools in the region to promote the respiratory therapy curriculum.

To further promote the profession and inspire candidates to choose a career as an RT, MSU Texas publishes Health Opportunities of Texas (H.O.T.) [Texas Hot Jobs](#), a directory of health careers now in its ninth edition. Developed by Texas Tech in conjunction with the West Texas AHEC, the publication goes to area high school and college students, parents, academic and career counselors, and other career seekers to detail the opportunities in health professions across participating colleges and universities in Texas.



OPPORTUNITY

Clearly, there is power in numbers, and it all starts with collaboration – staying highly engaged with community stakeholders to determine what's possible for elevating recruitment efforts. Start by exploring the [national AHEC Scholars](#) to determine whether there is a program near you. Consider working with area colleges and universities to publish a statewide or city-wide reference guide for RTs (and other) careers. When you leverage your community relationships, you likely will find a path forward to more effective and efficient respiratory therapy recruitment efforts.

Collaborate with Community: Breathe-ZY Educational Program



Collaborate with Community: Breathe-ZY Educational Program

Submitted by: Kim Bennion, MsHS, RRT, CHC, FAARC

INTRODUCTION

The [Breathe-ZY education program](#) was created by Kim Bennion, MsHS, RRT, CHC, FAARC, Research Director for Intermountain Health, as an outreach program to curb the use of e-cigarettes by youth in two Utah counties. Developed in 1995, the student-led program has also raised awareness of respiratory therapy as a profession. Breathe-ZY takes respiratory therapist (RT) students to local schools to teach elementary, junior high and high school students about lung health and the dangers of smoking and vaping.

HOW IT WORKS

According to Kim, the program – often characterized as a free, portable learning lab – has increased youth and adult [awareness](#) of the impact of tobacco on lung and overall health. It also has enhanced the value of RTs as key members of the healthcare community while engaging the RT student population in their state and national professional associations.

Today, the nationally recognized program extends to more than 10 programs across Utah, New Mexico, Idaho and Washington, and has reached 11,500 students through 2022. The Utah Society for Respiratory Care funds the Breathe-ZY program.

Not only has Breathe-ZY increased health promotion and disease awareness, it also has influenced legislative change in Utah. According to Kim, the program illustrated the need to increase the tobacco purchase age to 21 in [2019](#) and to spur e-cigarette regulation that went live in 2018. Bottom line, says Kim, is that the program has significantly contributed to raising awareness about the field of respiratory care and serves as an important leadership and mentorship resource for RT students.



OPPORTUNITY

When RT students, professionals and other healthcare students/professionals and community partners from Utah and beyond unite with key objectives to adopt the Breathe-ZY program, the profession can realize significant benefits for a relatively nominal initial investment.

Collaborate with Community: Charleston Area RT Employment Planning

MoreRTs.com



Collaborate with Community: Charleston Area RT Employment Planning

Submitted by: Christy McLean, BSRT, RRT, and Karen Simmons, MSRC, RRT-NPS, RPFT, Program Director, Respiratory Care, Trident Technical College

INTRODUCTION

A single university's initiative to publish information on the role and benefits of becoming a respiratory therapist (RT) turned into a community-wide collaborative of hospitals and schools working together to address the demand for RTs and plan for the future.

In 2022, the Medical University of South Carolina kicked off a publication called "[Roadmap to Respiratory Therapy](#)," which featured information about and links to the Trident Technical College Respiratory Care program. According to Karen Simmons, MSRC, RRT-NPS, RPFT, Program Director, Respiratory Care, Trident Technical College, "our joint promotion of the Roadmap quickly led to distributing it to every hospital in the region and encouraging the hospitals to customize it for their own recruitment purposes. It was a win-win."

HOW IT WORKS

Throughout 2022, the MUSC and Trident team met monthly along with the Respiratory Care program's Advisory Board Committee composed of area educators and hospital managers. Christy McLean, BSRT, RRT, says of the meetings: "We routinely share information about recruitment activities, including anecdotal feedback about what works and what does not."

"At one point, we had live Tuesday morning sessions online where hospital employees and staff RTs could connect and share information, ask questions, and discuss the profession," Christy adds. "It was a trial that we are considering re-deploying because of the potential to capture the attention of care techs, transporters and others who might be looking for new career opportunities."

The collaborative found great value in targeting guidance counselors at high schools, middle schools and private schools. "We created a detailed spreadsheet of schools with contact information and then divided and conquered by county to do outreach," Karen says.

Collective efforts have been so successful, MUSC hosted the first Respiratory Care Summit in 2022 to share the Roadmap and other best practices with the South Carolina Society for Respiratory Care.



OPPORTUNITY

Joining forces on a shared goal is a sure path to quicker progress. Start by further opening channels of communication with colleagues at area hospitals and health systems to discuss how your program can support their staffing needs. Determine their interests in joint planning and recruitment and explore how to best share resources to elevate your recruitment programs.

MORE
RTs
NBRC+AARC+CoARC

Leverage Corporate Partnerships



Leverage Corporate Partnerships

Submitted by: Justin Misuraca, RRT, RRT-NPS, PIMA Medical Institute, Denver, CO

INTRODUCTION

In August 2022, PIMA Medical Institute accepted its first respiratory therapy (RT) student who qualified for tuition-free education benefits from Guild. Fifty percent of PIMA's 32 associate degree slots are now Guild-funded, and PIMA has a waiting list of candidates wanting to be in its respiratory therapy education program.

HOW IT WORKS

[Guild](#) is a social-impact company offering tuition-free education benefits to employers of all sizes, including Fortune 1000 employers such as The Walt Disney Company, Walmart, and healthcare organizations that include Children's Hospital of Colorado and the University of Colorado. Guild selected PIMA as one of 25 education providers in the Denver market to participate in the tuition program for RT students. Guild pays the tuition and book costs for each student employed by Children's Hospital or the University of Colorado; in return, PIMA is paid the tuition fee, minus a slight discount. Each student is required to continue in employment (part-time, maintain passing grades at PIMA, and work post-graduation at either University or Children's for a specified period – typically two years).

The University of Colorado and Guild also offer tuition reimbursement benefits for students who wish to return after their first year of full employment as a RT to get their bachelor's degree. RTs must fulfill similar requirements (continued part-time employment as a RT, passing grades, and continued employment post-graduation for a period of time).

Employers (e.g., Starbucks, Uber, Amazon, Adidas, and Walmart) are expanding the design of their tuition-reimbursement programs to incentivize their employees to pursue educational pathways, often called upskilling. The programs collaborate with colleges and universities offering healthcare-related degrees to extend tuition reimbursement to interested candidates. For example, Walmart employees can apply for one of seven bachelor's degrees and two career diplomas in health-related fields (Medical Assistants and Certified Nurse Assistants). The program is designed to recruit and retain qualified health employees for its Walmart Health clinics.

Like Guild, InStride is a social-purpose, public-benefit company founded in collaboration with Arizona State University and funded by The Rise Fund in 2019. Today, the InStride academic network includes seven institutions of higher learning with various health profession tuition reimbursement assistant programs. Most recently, [Rochester Regional Health](#) announced Advance U, which will include employees across hundreds of New York locations for an RN-BSN pathway and entry-level programs for Medical Assistants and Medical Coders. Currently, none of the InStride workforce education programs include career mobility options for respiratory therapy; however, two-year, and four-year respiratory therapy education programs have the opportunity to design career advancement programs with local health systems.



OPPORTUNITY

Collaborate with local health systems to design a career advancement program; assess the potential to partner with social-impact companies like Guild and InStride.

Recruitment as Culture



Recruitment as Culture

Submitted by: Jennifer Anderson, EdD, RRT, RRT-NPS and Justin Misuraca, RRT, RRT-NPS

INTRODUCTION

According to the Recruitment Strategies survey conducted by The NBRC, AARC and CoARC in December 2022, program directors and directors of clinical education reported average effectiveness of their recruitment initiatives, with recruitment fairs rating as the most effective. However, through further conversation with survey respondents, the best pathway appears to be the development of a recruitment culture strategy.

HOW IT WORKS

A recruitment culture strategy transforms every employee into a 24/7 talent scout. Recruitment is not a discrete tactic that an education program fulfills. Rather, it permeates the entire organization and fundamentally becomes part of the fiber of the respiratory therapy program.

"Recruitment is ingrained in our culture – it is part of our ongoing routine. It is literally part of our day-to-day activities in our department. Together and individually, we are constantly trying to think of different ideas and ways to engage with potential students," said Jennifer Anderson, EdD, RRT, RRT-NPS.

There is a fundamental willingness to do more to draw new applicants to respiratory care. The respiratory therapy faculty members design and teach interdisciplinary core courses – as well as a freshman-level course on cultural and global understanding that is required for all health science majors. Several applicants who have met the respiratory faculty in those introductory courses have switched their major to respiratory therapy. When recruitment is ingrained in the culture and everyone likes to recruit, creative ways to connect with students emerge, such as engaging respiratory therapist (RT) students in the recruitment process (e.g., professional credits for spreading the word, graded recruitment assignments, student-led educational programs and speaking engagements) and featuring their stories on the school's website. Bottom line: It is all about building exposure for respiratory therapy, and that means ingrain recruitment in the culture.

When recruitment is part of the program's overall ethos, everyone wears the value of respiratory therapy on their sleeves. Literally. Some educational programs require their program directors and instructors to wear branded shirts, sweaters, jackets, and vests as part of their daily business wear. When budgets allow, it builds greater awareness when teams become "walking, talking billboards for respiratory care."

"When you think about RT recruitment, it is all about your mindset, right? We all talk about how much work there is to do, but if you love what you do, and it is your passion, it is easy to integrate recruitment into your daily life. Sometimes other perspectives are helpful to consider. When you think about recruitment from a business standpoint, you are talking about \$50,000 revenue per student. Or put yourself in the hospital executives' shoes – one more person to reduce the respiratory workload means eight more patients you can care for," said Justin Misuraca, RRT, RRT-NPS.

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Data-Driven Targeting for Likely to Excel RTs



Data-Driven Targeting for Likely to Excel RTs

Submitted by: Justin Misuraca, RRT, RRT-NPS, ACCS, C-NPT

INTRODUCTION

PIMA Medical Institute (PIMA) had a hypothesis: first-time Wonderlic scores of >20 signal a higher pass rate for respiratory therapists (RTs) taking the Therapist Multiple-Choice (TMC) Examination. A multi-facility, multi-year research initiative is now underway, with local results beginning to illuminate where the greatest correlations exist and where PIMA program directors can initially gain ground in recruiting applicants most likely to succeed in the RT educational program.

HOW IT WORKS

Prior to undertaking more formal data analysis, program director Justin Misuraca, RRT, RRT-NPS, ACCS, C-NPT tracked information from applications related to how the candidate heard about respiratory therapy and specifically the PIMA program. He also attempted to look at individual indicators of success, informally compare them with those of his colleagues, and adjust his recruitment initiatives along the way.

Understanding that data could illuminate opportunities to make better, more informed decisions of who and where to recruit for the respiratory therapy education program, Justin developed a study to assess the indicators most likely to correlate to candidates with the best chance to excel in the respiratory therapy education program. The study extended beyond his own institution to include the eight PIMA campuses with respiratory therapy education programs.

Data from his five-year, retrospective study currently includes entrance exam scores, Wonderlic scores, math scores, GPAs, practice exam scores, and more as outlined below.

Data Element	Description
Entrance exam	A combination questions: math plus the Wonderlic Contemporary Cognitive Ability Tests
Employment	Current or previous employment within the healthcare field
Re-enrollment	Number of times candidate has enrolled in the program
Math grades	Test scores during the program
Biology grades	Test scores during the program
Grit scale score	8-question score from Angela Duckworth's Grit scale (in pilot on the Denver campus)
Advanced placement coursework	Yes/no

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