2018 Respiratory Care Annual Program Plan

RPTH Respiratory Care

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The mission of the Skyline College Respiratory Care Program has two purposes. The Associate Degree in Respiratory Care trains competent entry level Respiratory Care Practitioners (RCP) to provide care for patients with respiratory and related health care issues and complete necessary requirements for credentialing and licensure. To be effective, an RCP must be flexible to respond to changing demands in their work environment and be able to perform during stressful situations while providing patient care. The Bachelors Degree in Respiratory Care offers provides students project based instruction to advance to management and leadership roles within the profession, to become advanced caregivers, to conduct health related research, and to become educators in the field. Increasingly, Respiratory Care Practitioners are taking on responsibilities, formerly conducted by physicians, requiring a greater level of critical thinking and analytical skills. The Respiratory Care Program is committed to empowering and transforming a global community of learners.

Additionally the program aligns with college's following goals:

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity. The program delivers two degrees that are relevant to entry level employment and advancement in the profession of Respiratory Care.
2. Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication and participatory governance. Program administration hold leadership roles that actively participate in governance and collaborate within the division and across the college.
3. Recruit, retain and support a world-class faculty, staff and administration that is committed to ongoing improvement through access to opportunities for professional growth and advancement. Program faculty and staff maintain expertise in their field and regularly engage in professional development opportunities which continually improve and support their effectiveness for student success.
4. Play a central role in the preparation of the region's workforce and expand networks and partnerships with businesses, the community and non-profit organizations. The program is well recognized locally and statewide as a

program that provides excellent education and prepares graduates as entry level practitioners and provides educational preparation for advancement in the profession.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Ray Hernandez, Interim Director Respiratory Care and Allied Health

Brian Daniel, Clinical Coordinator Respiratory Care

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

1. **Employ strategies that continue to improve student success and retention**

   Overall the Respiratory Care Program's success and retention (95.4%) is above college rates (71.3%).

   Respiratory Care Program meets or exceeds expectation set forth by the state and national accreditation agencies. ASRC success rates for credentialing are CRT (98.4%), RRT (95.2%) and retention rate (99%), well above benchmarks set by CoARC. We do have students who have taken more than one attempt to pass their clinical simulation examination in order to become RRT credentialed.

   - High fidelity simulation to the curriculum. The college has recently remodeled the allied health computer lab and purchased high fidelity simulation equipment to support case study instruction. A part time lab technician has been hired and is currently establishing the lab components. Integration of this resource is anticipated to begin Fall 2018.
   - Computerized mechanical ventilation case modules to support students in preparing and passing their credentialing exams. Funding was provided recently and software is currently being purchased.
   - Addition of weekend ventilator preparation workshops. The clinical coordinator has initiated weekend preparation workshops to support students who need more time for clinical preparation and to support all students in strengthening their skills.
   - Purchase of updated respiratory equipment. To support relevant skills development, the purchase of ventilator equipment and new therapeutic is essential. This is identified by Program and Clinical coordinator based on industry requirements.

2. **Support continued establishment of the Bachelor of Science in Respiratory Care (BSRC) for success**

   The BSRC program launched in Fall 2016. In cohort #1, 29 students began the program with 20 anticipated to graduate on time. Cohort #2, 16 students began the program with 11 anticipated to complete the first year of the program. Program faculty are consistently evaluating pedagogy and support services to support and improve success for students.

- Launch fully online program Fall 2018. The program will launch cohort #3 in a fully online format. Synchronous and asynchronous instruction will be required. Faculty are provided professional development to support learning of effective online environment instruction and application of tools to facilitate synchronous sessions.
- Hire full time BSRC faculty. The college has funded a full time position, however with the minimum qualification of a Masters degree, it has been difficult to attract qualified candidates. The position has been posted for 3 cycles without success. The position not been advertised for 6 months to allow a cool off period but will be reposted in May 2018.
- Increase instructional aide support. The BSRC curriculum is project based and requires high levels of discussion, complex assignments and assessment. With a targeted cohort size of 40, faculty need additional support in and out of the classroom to facilitate and manage discussion, project based learning, and assessment.

Associated Objectives
543-Allied Health Simulation Center Lab Technician

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

The program has seen consistent high interest in enrollment. Program faculty continue to work to increase visibility of the program by collaborating with the counseling department to ensuring counselors are aware of specific requirements needed for application, enrollment, and completion of the program. Program faculty also reach out to students enrolled in science courses at Skyline to provide program information and demonstrate relevance of course content to the Respiratory Therapy major. The AS degree open application period Spring 2017 yielded over 100 qualified applicants.

The program is limited in capacity for two reasons: clinical placements and instructor/student lab instruction. Program faculty have assessed, inventoried, and maximized clinical opportunities in San Francisco and northern San Mateo counties.

The Bachelor of Science in Respiratory Care degree open application period Spring 2016 yielded over 37 qualified applicants. 29 students registered for the program (Cohort #1). Cohort #2 yielded 19 qualified candidates, 16 of who officially entered the program. The program is offered in a hybrid format. On campus face to face class and provides challenge for working adults to carve out time to come to campus for instruction. Announcing that cohort #3 will enroll in a fully online program, feedback has been that many potential students are waiting for this option. We anticipate high numbers of applicants and a full cohort of 40 students. To support students success with project based learning and in an online environment, program faculty will need instructional aide support to ensure active engagement, complex assignments, and assessments are provided.

The continued establishment and refinement of the BSRC program is expected to have a positive and lasting effect. The program will require integration of student support service processes for students from the application all the way through matriculation including dedicated orientation, counseling, financial aid, tutoring, and articulation agreements. As such, continued collaboration with all college service areas is essential to provide input and support for its success. Skyline College continues to search for a full time program faculty who can teach in both AS and BS degree course work. Minimum qualifications require a Masters degree. It has been difficult to attract candidates with a limited number of Masters prepared RCPs nationally. Those that do have Masters degree often take leadership and management positions in industry which significantly compensate at a higher rate. Our strategy for the next search is to connect with newly completed Masters graduate candidates.

Lastly there is a national trend to increase the minimum education requirement for practice in the field to a Bachelors degree. The department will continue to maintain Associate and Bachelor degree preparation as long as there is employment preparation viability.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

The Respiratory Care program offers both an AS and BS degree. Each have distinct program learning outcomes and build upon each other:

AS Degree Program

- Demonstrate competency in the cognitive, psychomotor, and affective learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
- Obtain the RRT credential.
- Obtain gainful employment as a Licensed Respiratory Care Practitioner (RCP).

BS Degree Program

- Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach.
- Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused on Respiratory Care.

Both programs have a 3 year assessment cycle plan and are currently completing year 2 within the cycle. All courses have been assessed and results demonstrate that criteria are being met. The program still continues to provide recommendations for improvement to support student success based on continually assessment and reflection.

- Integration of simulation based instruction
- Academic (tutoring, instructional aide, program services support) support to improve success
- Faculty professional development in application of pedagogical best practices and technology to improve facilitation of teaching and learning

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

Strengths of the Program

- Retention and success continues to remain high and graduates are well prepared to enter the workforce.
- Cohort model continues to be a support mechanism to support retention and success.
- The greater San Mateo and San Francisco health care community is highly committed to the program and student success. They are actively engaged through the advisory board and in the clinical component of the program and freely provide resource support when needed.
- The program and graduates are recognized locally and statewide as a model training program with graduates ready for entry level positions in Respiratory Care. Employment rates for graduates are consistently above accreditation identified standards.

While the program has high retention and success rates, improved facilitation of teaching and learning as well as student success can be enhanced by doing the following for both the AS and BS educational tracks:

- High fidelity simulation to the curriculum to support competency training for students. The college has recently remodeled the allied health computer lab and purchased high fidelity simulation equipment to support case study instruction. A part time lab technician has been hired and is currently establishing the lab components. Integration of this resource is anticipated to begin Fall 2018.
- Computerized mechanical ventilation case modules to support students in preparing and passing their credentialing exams. Funding was provided recently and software is currently being purchased.
- Develop and pilot a Clinical Preceptor Program with the intention of offering the workshop yearly. This will provide more consistency of student evaluation and learning support during the clinical portion of instruction.
- Addition of weekend ventilator preparation workshops. The clinical coordinator has initiated weekend preparation workshops to support students who need more time for clinical preparation and to support all students in strengthening their skills.

- Purchase of updated respiratory equipment. To support relevant skills development, the purchase of ventilator equipment and new therapeutic is essential. This is identified by Program and Clinical coordinator based on industry requirements.
- Launch fully BSRC online program Fall 2018. The program will launch cohort #3 in a fully online format. Synchronous and asynchronous instruction will be required. Faculty are provided professional development to support learning of effective online environment instruction and application of tools to facilitate synchronous sessions. This mode of instructional delivery will provide students greater access to a bachelors degree in Respiratory Care.
- Hire full time BSRC faculty. The college has funded a full time position, however with the minimum qualification of a Masters degree, it has been difficult to attract qualified candidates. The position has been posted for 3 cycles without success. The position has not been advertised for 6 months to allow a cool off period but will be reposted in May 2018.
- Increase instructional aide support. The BSRC curriculum is project based and requires high levels of discussion, complex assignments and assessment. With a targeted cohort size of 40, faculty need additional support in and out of the classroom to facilitate and manage discussion, project based learning, and assessment.

Associated Objectives

- 543-Allied Health Simulation Center Lab Technician
- 544-BSRC Instructional Aide II
- 130-Training students for advanced mechanical ventilation applications

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:
(1) What are the findings and/or conclusions drawn?
(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

The program did not participate in ISLO assessment for the 2017/2018 academic year. However, program instruction does contribute to learning outcomes in critical thinking, communication, and citizenship. Program faculty have been identified to participate in the 2018/2019 academic year.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

The following are projected needs identified for the program:

- High fidelity simulation lab. A part time lab technician has been hired to complete integration, provide training, and support simulation instruction for various health care programs.
- Develop and pilot a "Clinical Preceptor Program" with the intention of offering the workshop yearly to support instructor evaluation practices to support student success. This will require initial funding for developing the workshop content and yearly funding for compensating workshop instructors.
- Hire full time faculty for BSRC program. Three searches have been conducted without success. The position was not advertised for 6 months to provide a cool off period. The position will be reposted in May 2018.
- Increase instructional aide support. The BSRC curriculum is project based and requires high levels of discussion, complex assignments and assessment. With a targeted cohort size of 40, faculty need additional support in and out of the classroom to facilitate and manage discussion, project based learning, and assessment.
- Purchase one ventilator to replace outdated technology so students have up to date relevant equipment in their learning.

Associated Objectives

- 543-Allied Health Simulation Center Lab Technician
- 544-BSRC Instructional Aide II
- 130-Training students for advanced mechanical ventilation applications

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

The following are projected needs identified for the program:

A. Simulation mannequin/station
B. Develop and pilot a “Clinical Preceptor Program” with the intention of offering the workshop yearly. This will require initial funding for developing the workshop content and yearly funding for compensating workshop instructors.
C. Full time faculty for both AS and BS degree
D. Full time dedicated program director for Respiratory Care program
E. Additional need to 2 Mechanical Ventilators for program

Associated Objectives
543-Allied Health Simulation Center Lab Technician 544-BSRC Instructional Aide II 130-Training students for advanced mechanical ventilation applications
Budget and Objectives of Respiratory Care Department

Objectives of Respiratory Care Department

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2414RPTH00	**Respiratory Care**	**Daniel, Brian**

Objective Status: New/In Progress

130	Training students for advanced mechanical ventilation applications Current ICU level instructional ventilators are obsolete. Need to ensure students are trained on appropriate level technology.
543	Allied Health Simulation Center Lab Technician Hire Lab Technician to oversee, organize, and provide instructional and technical support for the Allied Health Simulation Center.
544	BSRC Instructional Aide II Hire full time classified Instruction Aide II to provide classroom instructional support for upper division courses which require facilitation of discussions, complex assignments, coordination of project based instruction, and support in an online synchronous and asynchronous teaching and learning environment.