

2017 Respiratory Care Annual Program Plan

RPTH Respiratory Care

I.A. 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? (**Program Profile: Purpose**)

Narrative

The mission of the Skyline College Respiratory Care Program is to train competent entry level Respiratory Care Practitioners (RCP) capable of providing care for the general patient population in the current health care settings. To be effective, an RCP should be flexible to respond to changing demands in their work environment and be able to perform during stressful situations while providing patient care. The Respiratory Care Program is committed to empower and transform a global community of learners. Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

II.A. Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

Narrative

In reviewing 5-year student success and retention trends, the AS degree Respiratory Care Program meets or exceeds expectation set forth by the state and national accreditation agencies. That being noted, the faculty in this program are exploring options to continue these trends and perhaps increase our success rate CRT (96.8%), RRT (93.7%) and retention rate (99%). However we have students who have taken more than one attempt to pass their clinical simulation examination in order to become RRT. Two options are to add high fidelity learning equipment such as simulation mannequins, and computerized mechanical ventilation case modules which will help our students to pass their clinical skill exams.

In reviewing the Respiratory Care Program's 5-year demographic profile as it compares to Skyline Colleges overall demographic trends, there remains a disproportionately higher enrollment of Filipino students (26%) as compared to other represented ethnic groups which are generally less than or equal to 5% in each of the other reported groups. We believe this continuing trend to be multi factorial. The two factors that are probably most obvious to program faculty are: 1) There are more Filipino represented applicants in a given lottery cycle than other ethnic groups. 2) There is a lack of awareness that Respiratory Care exist as a viable health care option in other ethnic communities. While we don't have an answer to the lottery process, we are exploring better ways of marketing the Respiratory Care profession to unaware communities such as partnering with high school career fairs and career information sessions. We are also looking to create a greater profile here on the Skyline College campus by sponsoring events in efforts of generating more interest among enrolled students. One such event will be a Tobacco Cessation seminar for students as well as faculty this semester.

II.B. 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. (**Analysis: Program Environment**)

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 2016 yielded over 122 qualified applicants.

The maximum capacity for enrollment is 25 students. This is dictated by external accreditation approval (CoARC). The AS degree program only offers these courses once per academic year to minimize the low productivity. Conversely the clinical courses provide very high loads much greater than college trends. During the Spring semester, the students spend much of their time at the hospitals performing clinical instruction. Affiliated hospital Respiratory Therapy departments provide “in kind” support to the program decreasing FTEF cost to the college.

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. Only 32 students registered for the courses. This course is offered in a hybrid format. On campus face to face class has challenged few candidate who could not take the courses. We have changed our scheduled day for face to face class on a different day during the week. We hope it will allow more student to be able to participate in the course work. We plan to enroll 40 students per cohort.

The development of the Baccalaureate Degree program at Skyline College is expected to have a positive and lasting effect. A baccalaureate program will require the creation of new Student Support Service processes for students from the application all the way through matriculation. Dedicated orientation, counseling, financial aid, tutoring, and articulation agreements will be in place for the program. Skyline College is also for the first time be offering upper-division course work, including upper-division general education as well as upper-division discipline work in Respiratory Care.

Skyline College is actively looking for a full time program faculty who can teach in both AS and BS degree course work. Since this program is offering AS degree as well as BS degree. We should look into have a dedicated program director in Respiratory Care.

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

Narrative

Respiratory care program offers AS and BS degree starting fall 2016. The Associate degree program had a comprehensive program review during spring 2016. All the course were reviewed through curriculum committee. The program began 3 years assessment cycle courses starting Fall 2016. Courses assessed results demonstrated that criteria were met for all courses.

Students are learning to integrated critical thinking methods of learning and application in lab and on home assignments. Based on assessment data, faculty are confident that students are improving their learning outcome with more case based practice exercises integrated throughout the semester encompassing evidence based practices.

Skyline College has started a baccalaureate program in Respiratory Care beginning the Fall semester of 2016. We enrolled 31 students. 1st cohort has completed their 18 credit hours. Fall courses SLO assessment results shows that all the criteria set were met. No action needed at this stage. We are continue to monitor our both program for SLOs.

III.A. 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. **(Reflection: Considering Key Findings)**

Narrative

Strengths of the Program

A- Retention and success continues to remain high and graduates are well prepared to enter the workforce. The cohort experience proves to be a support mechanism as they move forward each semester.

B- 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.

C- The program and graduates are recognized nationally as an outstanding program with an above average post-graduation employment rate.

Suggestions for Improvement

A- Acquire a simulation mannequin/station to enhance the learning experience and improve student learning outcomes!!!

B- Develop and pilot a "Clinical Preceptor Program" with the intention of offering the workshop yearly. This will provide more consistency during the clinical portion of instruction.

C- Update equipment to reflect what is being used in the current health care environment

D- Full time faculty

E- Dedicated program Director

III.B. If the 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. (**Reflection: ISLOs**)

Narrative

Enrollment for the program continues to be at capacity. It is accredited by the Committee on Accreditation for Respiratory Care (CoARC) and meets all thresholds set by the body. Annual reports are submitted yearly and require year data from current students, advisory board, graduates, and community employers. Job opportunities continue to be flat over the past 3 years, however graduates from Skyline's RT program are competitive and continue to find employment in the area within 6 months of graduation (see RT annual report).

Faculty continue to assess needed knowledge and skills needed for employment requirements and update curriculum to reflect those needs. Employer satisfaction for graduations continues to remain high.

On September 28, 2014, California Governor Jerry Brown signed SB 850 (Block) authorizing the Board of Governors of California's Community Colleges (BOG), in consultation with representatives of the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. The Board of Governors was charged to develop a process for selection of the pilot programs. Skyline College submitted an application for the Baccalaureate Degree Pilot Program on December 19, 2014 and was announced as one of the 15 successful applicants on January 21, 2015. The Board of Governors (BOG) of the California Community College (CCC) System formally approved the pilot programs on March 17, 2015.

Skyline College has started a baccalaureate program in Respiratory Care beginning the Fall semester of 2016. We enrolled 31 students. Currently we have 26 students in BSRC degree program who completed their 18 credit hours successfully.

IV.A. 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. **(Strategy for Program Enhancement: Continuation/Modification)**

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
- E. Additional need to 2 Mechanical Ventilators for program

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

Narrative

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- C. Full time faculty for both AS and BS degree
- D. Full time dedicated program director for Respiratory Care program
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Associated Objectives

 [129-Simulation-based training techniques for Respiratory Care / Allied Health Students](#)

Task Details Report

Planning Year: 2017-2018

Planning Unit: Respiratory Care

Unit Manager: Daniel, Brian

Objective: 129 - Simulation-based training techniques for Respiratory Care / Allied Health Students

Objective Description:

Simulation-based training techniques, tools, and strategies can be applied in designing structured learning experiences, as well as be used as a measurement tool linked to targeted teamwork competencies and learning objectives. In Allied Health Care field simulation offers good scope for training of interdisciplinary medical teams. The realistic scenarios and equipment allows for train, retraining and practice till one can master the procedure or skill. An increasing number of health care institutions are now turning to simulation-based learning. Teamwork training conducted in the simulated environment may offer a great benefit to the traditional didactic instruction, enhance students performance, and possibly also help reduce errors.

Start Date: 4/26/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 1
Due Date: 8/1/2017	Completion Date: 6/30/2018	Task Status: New/Pending	Budget: \$109,700

Simulation-based learning can be the answer to developing health professionals' knowledge, skills, and attitudes, whilst protecting patients from unnecessary risks. Simulation-based medical education can be a platform for learning to mitigate ethical tensions and resolve practical dilemmas. Simulation based training techniques, tools, and strategies can be applied in designing structured learning experiences, as well as be used as a measurement tool linked to targeted teamwork competencies and learning objectives. Simulation-based learning itself is not new. This lab will be used for research purposes.

Simulation will be used use for both AS and BS degree Respiratory Care programs, Surgical Technology programs, EMC, and Medocal assistant programs. BS degree.

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
4510	Respiratory Care	Supplies for Lab RPTH 430	\$10000.00	\$0.00
2191	Respiratory Care	Lab Assistant for Allied Health simulation center & Allied Health programs (Surgical technology, central services Technology, Anesthesia Tech, Medical assistant certificates, and EMT	\$65500.00	\$0.00
3802	Respiratory Care	Benefits for Lab technician position	\$34200.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	