

Skyline College

Respiratory Therapy

Program Review

Executive Summary



Short Summary of Findings

The Respiratory Therapy Program at Skyline College is a vocational program which serves San Francisco and San Mateo Counties to provide the necessary education and training requirements to students who are interested in providing health care as Respiratory Therapists. With a great shortage across the U.S., there is high demand for these professionals. The program has built a strong relationship to work collaboratively with industry and the professional community to provide an excellent educational experience for students.

The program has been in existence for 33 years and holds a strong reputation in the community for providing well prepared graduates to enter the work force. Students must complete a two year sequence of core Respiratory Therapy classes as well as obtain an Associate of Science degree to meet California licensing requirements. At minimum, this leads to a three year commitment causing students to demonstrate focus and success in this vocational program.

Three Strengths of the Program

- Industry is committed to the success of this program. They are actively involved with the advisory board and prioritize student's educational experience during the clinical component of the program. They freely provide resource support for students and the program.
- This program demonstrates a highly diverse student population and faculty. This diversity provides an enriching and supportive educational experience. Faculty maintain awareness of cultural differences and the impact it has in teaching and learning.
- Retention and success remain one of the highest in the College. Students demonstrate high success rates in meeting their goals and obtaining rewarding and productive careers in the field of health care. The faculty in this program are proud to build a legacy of graduates who improve the quality of health care in our community.

Three Suggestions for Improvement

- Expand our community service area to include areas which are not being directly served by Respiratory Therapy Programs around the Bay Area.
- Addition of a part-time track is being considered to allow students to integrate work and personal commitments to allow increased access to our diverse student population.
- Enrollment in previous years had been declining. Efforts have been made within the College to improve visibility of the program. Increased efforts need to be made with Skyline's sister Colleges and other academic and health care institutions to continue to improve interest and influx of students into the program and profession.

Full-Time Faculty Signatures

Raymond Hernandez, BA, RRT
Respiratory Therapy Program Coordinator

Brian Daniel, RRT, RCP
Respiratory Therapy Program Clinical Coordinator

Submitted on: October 1, 2004

SKYLINE COLLEGE RESPIRATORY THERAPY PROGRAM REVIEW SELF STUDY

PART A: Overview of Program

1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.

The Respiratory Therapy Program at Skyline College is a vocational program which serves the San Francisco and San Mateo Counties to provide the necessary education and training requirements to students who are interested in providing health care as Respiratory Therapists. Currently there is a shortage of health care providers in our greater bay area and Respiratory Therapists are part of that shortage. The U. S. Department of Labor projects a 34.8% increase in job openings for Respiratory Care Practitioners by the year 2010. Here in California, respiratory care is the ninth fastest growing occupation with an expected 37.5% growth rate anticipated up through the year 2010. This program supports the mission of Skyline College and the District in partnering with industry and the community in respond to economic changes requiring this additional workforce development.

This program has been in existence for 33 years and maintains an enviable reputation in the community and workforce. For students to be eligible to become licensed in the state of California, they must complete the following:

1. Complete all courses in sequence with a 'C' or better via an accredited Respiratory Therapy Program (2 years in length)
2. Complete an Associate of Science Degree in Respiratory Therapy
3. Meet other qualifications designated for licensure by the Respiratory Care Board (a consumer affairs board)
4. Pass the nationally standardized Certified Respiratory Therapist exam

As student complete courses in the program, they receive classroom and laboratory instruction along with over 850 hours of supervised respiratory patient care practice in the clinical setting with licensed Respiratory Therapists. For a student wanting to complete all the requirements and beginning the process with no college course work completed, they will realistically take a minimum of three years to complete these.

Students have multiple job offers as they enter their second year of the program and are highly sought after following graduation. This is due to the severe shortage of Respiratory Therapists across the nation.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

To become a respiratory therapist, students must meet 2 main requirements to be able to apply for licensure and practice in the state of California:

- Complete an accredited respiratory therapy program as approved by the Committee on Accreditation for Respiratory Care (CoARC).
- Complete an Associate of Science degree in Respiratory Therapy.

The Coordinator of the Respiratory Therapy program works with the Counseling department to ensure they are aware of all the requirements needed for meeting these requirements. Periodically licensure requirements change and as such the program coordinator communicates at least once per academic year the information by attending scheduled faculty and staff counseling department meetings. We have found it an absolute priority to maintain ongoing communication between the program, students, and counseling department to ensure student success and completion of their requirements. We are ready to move our efforts past Skyline and interact with the Counseling departments at our sister colleges. Likewise this program needs to recultivate it's affiliation with San Francisco City College to promote the program and draw more students from San Francisco County.

Another program in which the Respiratory Therapy program coordinates with is the Biology department. Students are required to complete the following biology courses either before or during the program, Biology 240-Microbiology, Biology 250-Human Anatomy (prerequisite), and Biology 260-Human Physiology. The SMT division has worked collaboratively to ensure the Respiratory Therapy course schedule and biology course schedule work such that students can easily set a schedule which will allow them to complete these courses in a timely fashion. For example, during the first year of the Respiratory Therapy program, RT classes are grouped on Tuesdays and Thursdays. The required biology courses are scheduled on opposite days and during the evenings to allow students to easily schedule and group these courses so they can either spread courses out though the week or group them so time is allotted for other obligations such as work and personal commitments. See example:

**1st Semester
Fall Session**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30		RT Anatomy		RT Anatomy	
9:00		Physiology		Physiology	
9:30					
10:00					
10:30		Intro to RT		Assessment	
11:00		Healthcare		of the	
11:30		Issues		Respiratory	
12:00				Patient	
12:30					
13:00					
13:30					
14:00					
14:30					
15:00					
15:30					
16:00					
16:30					
17:00					4

Medical
Terminology
Online course

Biology 260 Human Physiology may be taken on either Mon/Wed during the day or Tues/Thur during the evening.

This Respiratory Therapy program also coordinates assignments and teaching demonstrations with various biology courses to meet two objectives:

1. Provide exposure for the Respiratory Therapy program and profession.

2. Provide assignments between disciplines to emphasize relevancy of course content being presented.

We have been coordinating these activities for the past three years and have found that students are able to relate concepts more readily and the exposure has helped to improve interest and enrollment within the program.

Additionally this program has initiated efforts to interact with the other health care program on campus, i.e. Surgical Technology, Central Processing, and Emergency Medical Technology. The coordinators of these programs are attempting to meet regularly to discuss issues and share information relevant to all our programs. We have this to be productive in sharing resources and standardizing processes where applicable.

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

As part of our CoARC accreditation requirements we are mandated to utilizing an advisory board. This advisory board is comprised of representatives from all interested parties involved in the program:

- Program Faculty
- College Administration
- Clinical site department directors
- Students

A strength of this program is the involvement of the community in this process. The advisory board meets quarterly with enthusiastic participation from the faculty, college administration, clinical sites, and students. Through this process issues regarding the program, profession, and community are discussed with suggestions and direction offered to aid the program to meet it’s goals effectively. Members of this board are also involved with our State and National professional organizations which also link these organizations to the program and help filter vital national and local information to this program.

4. Explain how this program meets the needs of our diverse community.

The Respiratory Therapy Program at Skyline College focuses on training students in becoming competent practitioners to provide care to people with breathing disorders. These health issues affect all ethnic groups, ages, and genders. This program has been recognized by the Center for Student Success Study on Diversity in Health Occupations Training Programs as one that is highly diverse in its student population. Enrollment statistics are as follows:

	African American	Asian	Filipino	Hispanic	Native Am	White	Other	Unknown
RT Program ‘01, ‘02, ‘03	5%	11%	29%	12%	5%	26%	9%	3%
Skyline College ‘04	3%	27%	18%	19%	0%	27%	3%	2%

Enrollment statistics based on ethnicity for respiratory therapy program courses combined compared to overall college statistics

	Female	Male
RT Program ‘01, ‘02, ‘03	52%	48%
Skyline College ‘04	54%	45%

Enrollment statistics based on gender for respiratory therapy program courses combined compared to overall college statistics

This program also meets the needs of our diverse community by providing full and part-time faculty that represent a cross section of the students we serve. We do note, however, that we are deficient in representing the Filipino community.

	African American	Asian	Filipino	Hispanic	White	Middle Eastern
Full and Part-time Faculty	10%	10%	0%	20%	50%	10%

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

This is the first time the Respiratory Therapy Program has completed a self-study.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

Our external accreditation body CoARC stipulates content areas which must be offered during the program. The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi describing learning goals, course objectives, and competencies required for graduation. Each academic year, program faculty review CoARC guidelines to ensure requirements are being met.

All courses offered in this program meet requirements for graduation and for licensure in the state of California.

2. State how the program has remained current in the discipline(s).

The program Faculty continue to be very active in the profession of Respiratory Therapy by being involved in professional organizations, maintaining licensure by attending conferences and workshops, integrating new information into the through specialty journals and publications, and interacting with our profession and the community. Through active involvement with the industry and community, faculty are able to keep the program current with minimal effort.

3. If the student population has changed, state how the program is addressing these changes.

Student population continues to remain highly diverse in regards to ethnicity, age, and gender. The most visible change is student's need to integrate work and personal affairs into the academic schedule.

We currently offer a traditional Monday through Friday day program which is part-time in the first year of the program and full-time in the second year. Some prospective students are asking if we offer an accelerated program which allows them to complete the core RT courses in less than two years. This program is intensive in theory content and application and condensing the courses may not allow students to absorb the material effectively and could possibly contribute to a decrease in student success. More discussion and research will need to be done before this program can come to a conclusion.

Some prospective students have asked if the schedule can be lengthened so they can integrate work and personal commitments. This issue will be discussed later in this self study (see question #6 in this section).

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

In the arena of health care, new knowledge is gained regarding disease pathophysiology and treatment. As such, faculty in the program remain current in that knowledge by means of medical journals, conferences and workshops, and changes in practice in the Respiratory Therapy community. Each course is offered only once per academic year. Prior to offering the course, faculty revise each syllabus to reflect those changes. During this program review process, all course outlines have been reviewed for content and found to be current and appropriate.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

External accreditation is monitored by the Committee on Accreditation for Respiratory Care (CoARC). There are two types of Respiratory Therapy programs nationally that are approved and accredited by this organization. The first is an entry level program status which allows graduates from this level to be able to acquire the first level of credential, Certified Respiratory Therapist (CRT). The other is an advanced practitioner program which allows graduates from this level to not only obtain the CRT credential, but also a higher level of credential of Registered Respiratory Therapist (RRT). The program at Skyline College is accredited to meet the standards of an advanced practitioner program. Graduates obtaining this higher level of credential will have an advantage in employment and opportunities in the realm of Respiratory Care having this higher credential.

Yearly, the following is mandated by this organization and either evaluated by the program or submitted to this accreditation agency:

- Data report including retention and success of entering and continuing students
- Entry level credential and Registry credential pass rates of graduates
- Surveys from entering and graduating students, clinical affiliates, and advisory board members

We are currently in good standing with this body and continue as an accredited program. The CoARC has recently adopted a policy to extend onsite accreditation visits from every 5 years to every 10 years. Because we have maintained excellent standing, our onsite visit which was to be last year has been extended until 2008. It is at that time we will undergo a full accreditation process with CoARC.

6. Discuss plans for future review and program modification.

There currently are a couple of issues on the table which are being discussed. The first is the possibility of offering both a full-time (currently in place) and adding a part-time track. Many students have inquired the possibility of being able manipulate the class sequence schedule to allow a part-time track so as to be able to work and integrate personal commitments as they work towards their goals in this program. There are three other Respiratory Therapy Programs in the greater bay area: Foothill (southwest bay), Ohlone (southeast bay), and Napa (north bay). Of them, two have integrated an optional part-time track into class scheduling. Further discussion and investigation is needed before this program can come to a decision.

Discussion has also begun on possibly enlarging our current community service area. Our community service area reaches from all of San Francisco County to as far south on the peninsula as Canada College. In evaluating service areas of all of the Respiratory Therapy programs here in the greater bay area, it has come to our attention that none of the programs are affiliating or building partnerships with those hospital institutions in Marin County. There may

be a possibility we may be able to effectively serve this community area if we can acquire adequate facilities, equipment, and human resources for the increased number of students and clinical sites this change could generate.

We are also reviewing the clinical component of the program. As students are integrating theory with practice in the patient care arena, they are paired with licensed Respiratory Therapists which allow them a much more personal education experience. Clinical sites do their best to assign students to practitioners who understand methods of learning and instruction which makes the experience productive for the student. Sometimes, due to varied schedules, the clinical site may not have the best resource available for our students making the experience less productive. We are looking to apply for funding from the President's Innovation Fund to develop and administer a program which will train Respiratory Therapists to be effective preceptors and mentors as they work with students in the program as they complete their clinical rotations.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

All program faculty remain active in development activities pertaining to program curriculum and are involved in various professional organizations within the academic arena and the profession of Respiratory Therapy.

Raymond Hernandez, Program Coordinator, is a licensed Registered Respiratory Therapist and has been actively involved in various development activities and RT professional activities. He has been a full-time faculty member since 1998 and has participated in Title III to learn how to integrate technology into classroom instruction. He has developed a website which features the RT Program and uses this portal as an extension to instruction, as well as share information with students and the community: <http://www.smccd.net/accounts/hernandezr/index.htm> He has also been involved in academic and professional organizations in the following capacity:

- Program Committee member, American Lung Association, 1999-2003
- Curriculum Committee Division Representative (SMT), 1999-2001
- Curriculum Committee Co-Chair, 2001-2003
- California Society for Respiratory Care – Greater Bay Area Region Secretary, 2000-2003
- California Society for Respiratory Care – Greater Bay Area Region President, 2003-
- California Society for Respiratory Care, Education Chair, 2002-

Professionally, Ray regularly attends conferences and workshops pertaining to the academic setting and to his Respiratory Therapy profession. He has attended the following conferences and workshops:

- Vocational Education Seminar - Monterey, 1998
- Instruction and Technology Seminar – Capitola, 2000
- Curriculum Institute – San Jose, 2002
- AARC Respiratory Therapy National Convention, 1998 – 2003
- CSRC Respiratory Therapy State Convention, 2000-2004

Brian Daniel, Clinical Coordinator, has been a part-time faculty member for 10 years and has just been hired full-time. This program is fortunate to have this faculty member on staff. Brian is a graduate of Skyline College and this program. He brings a wealth of knowledge and energy

to this position. He is well respected in the Respiratory Therapy community and is an accomplished practitioner, mentor, instructor, and researcher. The following are professional activities Brian Daniel has accomplished and participated:

- Flight Respiratory Therapist for six years
- Clinical Coordinator for Respiratory Care Services UCSF Medical Center for 12 years
- Clinical Research Coordinator for the Cardiovascular Research Institute UCSF
- California Society for Respiratory Care (Member)
- California Thoracic Society (PN/RCP Committee; Chair for Respiratory Care Practitioners Scholarship Committee)
- American Association for Respiratory Care (Member)
- American College of Chest Physicians (Allied Health Steering Committee)
- Society for Critical Care Medicine (Member)
- Teaching:
 - Assistant Professor Department of Physiologic Nursing, UCSF School of Nursing.
 - Educator for select topics in Critical Care Monitoring and Management for physician studying and practicing critical medicine.
- Scientific/ Research
 - Co-investigator for clinical outcome studies and therapeutic interventions, in patients
 - severe lung injury.
 - Co-investigator for mechanisms of alveolar fluid clearance.
 - Co-investigator in assessing alternatives in bronchial hygiene.

As a condition of continued employment for all part-time clinical staff, they are required to maintain active participation with the Respiratory Therapy National and State professional organizations. This requirement helps our clinical affiliates maintain a higher level of participation and commitment to the profession and our students and presents for excellent modeling qualities as practitioners.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

This program is in the process of training a new faculty member who was hired this academic year. As for this faculty member, there are orientation processes for all faculty positions which include a training manual that includes procedural process, development and delivery of instruction and curriculum, guidance relating to pedagogy and best practices. We also encourage a mentor program and pair a seasoned faculty member with a new faculty member to help guide them as they become familiar and comfortable with their responsibilities.

These processes are very informal as we are a small program and have only two full-time faculty members and a handful of part-time faculty members.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

As mentioned earlier in this self study, we have a diverse faculty. However, the faculty in this program do not fully represent the diversity of our College student body and the community we serve. We lack program faculty representation of the Filipino population. We will be cognizant of this deficiency when we identify the opportunity to hire full-time, part-time, and contract personnel in the future.

PART D: Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

In terms of adequate resources available to meet goals and focus of this program, these are varied. We currently conduct class and laboratory in room 7307 (RT lab). The RT lab is large enough to conduct class and laboratory assignments for a full class of 25 students. However, it is deficient in the following areas:

- a. The profession of Respiratory Therapy is equipment intensive. We have worked hard in the past few years to acquire updated equipment to meet the needs of our students. Though we can always use more equipment, this program holds a wide variety of updated resources to help students become competent in provide respiratory procedures.
- b. We share this room with the Emergency Medical Technician Program which forces us to use alternative rooms that are inadequate in size and resources to effectively teach students i.e. movement of desks and furniture to facilitate effective small group work, setup and use of respiratory therapy equipment.
- c. The community of clinical affiliates has been very supportive in providing resources to the program to improve student success. They donate equipment to the program as they replace their inventory and they provide disposable equipment packs to each student to utilize during their learning process. If program were to have to purchase this disposable equipment, the cost would be approximately \$100.00 per pack. The program does charge the students a discounted fee (approximately \$30.00 each), but this fee is deposited into the Respiratory Therapy Club which helps fund activities and projects which foster student professionalism and education.
- d. The layout for use of multimedia instruction simultaneous is inadequate. We use computer instruction during lecture in the form of presentations, digital movies, software instruction, and internet use. It is difficult to use the chalk board simultaneously due to configuration of presentation screen and boards.
- e. Faculty find the use of whiteboards with colored pens a more useful tool to illustrate concepts to students rather than the antiquated chalkboards we currently use.
- f. This program houses a wealth of teaching materials and resources available for faculty to effectively present information and for students to effectively learn that information. Data regarding retention and success will support this statement.

There are three main issues that are hazards to faculty and students or decrease the effectiveness of teaching and learning in the classroom:

- g. We have a pressurized gas system in our laboratory which allows us to connect and utilize respiratory equipment. These pressurized gas connections are decades old and while some connections are still in adequate condition, others are not. Those that are not are a hazard to faculty and students as the connection can easily pop off and injure someone.
- h. There is a leaky roof in the laboratory just in the area above the sinks. This problem has manifested many years without resolve. Two years ago, maintenance did attempt to patch and repair this leak with out success. During the rainy season last year, the plaster became so saturated with water that a portion of the ceiling caved in. There is currently a large hole above the sink area with debris periodically falling. Again this

is a hazard and has been repeatedly reported to administration and facilities without resolve.

- i. Lastly, the ventilation system which runs through the north side of the room is very loud and makes it hard to communicate effectively as voices become muffled with the generation of fan noise. This issue has been reported many times to same people stated in the previous issue with resolve.

2. List projected needs.

The projected needs are based on the identified lack of resources stated in question #1 above and correspond with each letter identified:

- a. Equipment in providing respiratory therapy is constantly being modified and improved. Ventilators available for student practice in laboratory are essential. Optimally, to keep up with current equipment, the program should invest in one piece of major equipment each academic year. The funding needed would range from \$10,000 - \$40,000 per item. We will place this request yearly with the division dean along with other materials for instruction and laboratory use.
- b. Dedicate facilities specifically for the Respiratory Therapy Program with a laboratory which is available any day for the work for scheduled classes as well as open laboratory time. This project is currently in the planning phases and the faculty look forward to participating in all phases of the project to realization of the much needed facilities.
- c. The program faculty will continue to obtain resource support from the community where applicable.
- d. Obtain approval to have the layout for simultaneous multimedia resource redesigned to create more effective flow of instruction and install wireless capability for internet access to facilitate internet instruction more readily.
- e. Install whiteboards to facilitate more effective instruction.
- f. No action required.

The following requests are a priority as they either create a hazard or limit effective instruction:

- g. Replace pressurized gas outlets. Four years ago we purchased these outlets but have not been given approval to have the labor budgeted to complete this task. It would be in the College's best interest to replace these faulty pressurized outlets before some becomes injured.
- h. Effectively repair the hole in the ceiling above the sink. The area becomes very dusty as the plaster deteriorates and the wall becomes colonized with mold during wet periods. Last year, a student exhibited respiratory problems and she felt it was due to leaky roof.
- i. Have the ventilation system maintenanced to see if there is any way the noise level can be reduced.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

The field of Respiratory Therapy is technologically savvy. Life support, other respiratory equipment, and patient documentation incorporate computer based technology to appropriately deliver health care. The Respiratory Therapy Program incorporates computer based technology

at every opportunity to allow to students to practice and feel comfortable with computers and computer based technology.

During the course of the program, students are required to utilize the internet to perform research and gain knowledge, visit the RT program website to facilitate interaction on discussion boards and complete assignments online. Email communication is used daily to allow student and faculty interaction. Lectures are presented via PowerPoint presentation utilizing graphics, and digital videos. With the help of Title III, this program was able to learn and integrate technology very readily into its curriculum.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

One of the greatest strengths of this program is the support it receives from its community. Each clinical site is committed to assisting the program faculty in providing the best possible learning experience for students in the classroom as well as the clinical setting. Department Directors of each clinical site attend advisory board meeting regularly and readily offer their industry wisdom and resource support where it is feasible.

In these last two years of financial uncertainty for the College, the community has overwhelming provided resource support when Skyline College was unable. The program would like to acknowledge their participation and commitment to this program.

PART E: Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

Resource deficiencies have been identified in question #2 of Part D along with a priority need of those resources.

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

We are one of many health care programs Skyline College and the District offers. The Respiratory Therapy Program has already begun efforts with the Surgical Technology Program, Emergency Medical Technology Program, and Central Processing Program to schedule meetings regularly to discuss issues pertaining to our programs individually and collectively. We have already begun standardizing processes such as required physicals and background checks.

We currently share resources when applicable such as equipment i.e. oxygen monitoring devices, surgical instruments, disposable health care items. All programs look forward to the new health science center that has been proposed as part of the addition and renovation project for building 7. We all feel this will allow us to interact and share resources to a much greater magnitude.

Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2002	2003	2004
WSCH	294	479	966

Please comment on program enrollment and expected trends.

With a robust economy in previous years, this program has found enrollment to be low with students seeking other opportunities which require less courses and commitment to educational goals and higher pay. During this period, this program had only one full-time faculty member between 2001 and 2003. As a result, less focus was placed on recruitment and subsequently less enrollment of students. With the change in the economy and addition of faculty resources, we anticipate students will turn towards health care professions as a stable rewarding option to other industry options. The program coordinator will also be able to focus on increasing visibility of the program and maintain a higher enrollment trend.

FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	2002	2003	2004
FTE	1.55	1.50	1.82
WSCH/FTE	207	354	531

Please comment on the comparison of this program to College trends.

For the reasons stated in the previous data and responses, this program should continue to demonstrate improved efficiency as enrollment remains high. We are confident that our program will continue to be a popular option for the students of our community.

<i>Retention and Success</i>

Report data on program retention and success rate with the most recent on the right.

Resp Therapy	2001	2002	2003
Retention	100%	94%	94%
Success	100%	87%	87%
Surgical Tech			
Retention		96%	90%
Success		88%	89%
<hr/>			
Skyline College			
Retention	84%	84%	83%
Success	71%	71%	69%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

In reviewing the data presented, the programs overall retention and success rate falls in line with other health care programs and far exceeds College's overall rates. This can be attributed to the preparation and commitment students must undertake when making the decision to enter this program; it is a minimum of a three year goal. Another factor which can be attributed is the relationship these students build at the onset of the program. They are a cohort and support each other as they tackle each semester. Many are also completing general science and education courses together to fulfill the Associate of Science requirement. The faculty also work to foster a sense of community and teamwork to improve student success. The graduates from this program continue to demonstrate 100% pass rate of the Certified Respiratory Therapist credentialing/licensing exam.