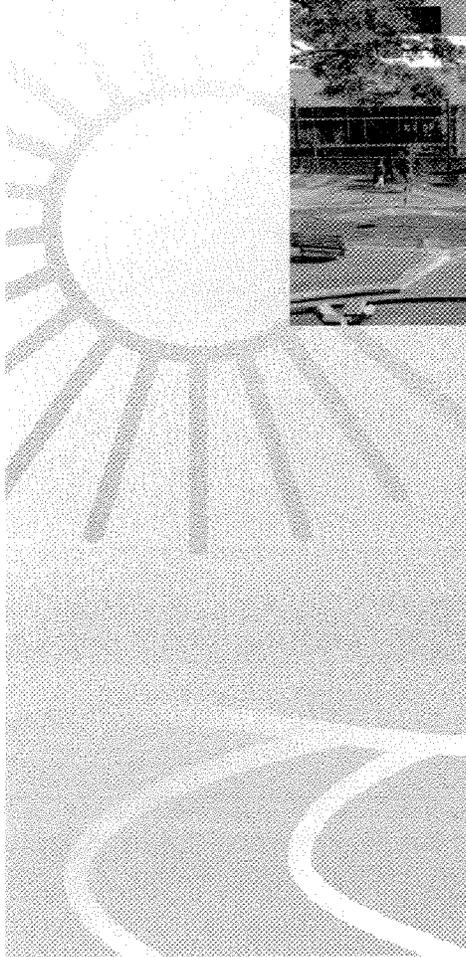
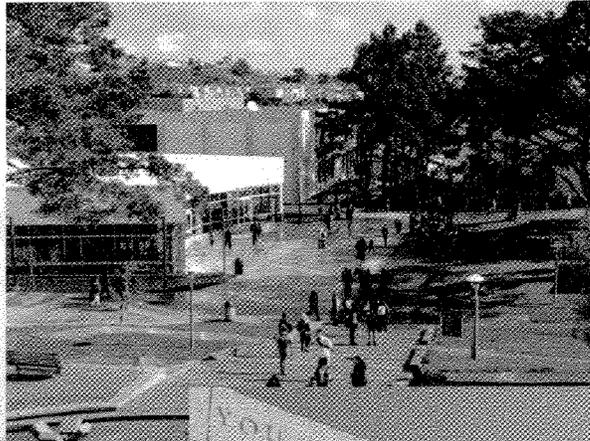


Skyline
COLLEGE

ACHIEVE



Respiratory Therapy Program

CoARC# 200147

Self-Study Report

Continuing Accreditation

July 1, 2008



Commission on Accreditation of Allied Health Education Programs

Request for Accreditation Services

This is an application for: Initial Accreditation Continuing Accreditation

Profession: Respiratory Care

Concentration: Advanced

Inst Name: Skyline College

Inst City: San Bruno Inst State: CA

Inst Type: Junior College or Community College

Inst Control: State, County or Local Government
Accrediting Commission for Community and Junior Colleges and Western Associations of Schools and Colleges

Name of institutional accrediting agency: Accrediting Commission for Community and Junior Colleges and Western Associations of Schools and Colleges

Inst Web Address: www.skylinecollege.edu

Type of award? (indicate all that apply)

Diploma Certificate Associate Baccalaureate Masters

Distance Learning Included In Program? Yes No

(indicate all that apply)

Interactive TV Internet Course(s) Other

Describe the distance learning (if Other):

Program Length (months): 22 Month 1st Class Begins: Aug

Students First Accepted: Month: Aug Year: 1970

Program Director

First Name: Raymond Last Name: Hernandez

Credentials: MPH, RRT, NPS Title: Program Director

Inst Name: Skyline College Address: 3300 College Drive

Address2: Address3:

City: San Bruno State: CA

Zip Code: 94066- Phone: 650-738-4457

Fax: 650-738-4299 Email: hernandezr@smccd.edu

Dean

First Name: Michael Last Name: Williamson

Credentials: MS, RRT Title: Dean - Science, Math, Technology

Inst Name: Skyline College Address: 3300 College Drive

Address2: Address3:

City: San Bruno State: CA

Zip Code: 94066- Phone: 650-738-4211

Fax: 650-738-4299 Email: williamsonm@smccd.edu

Medical Director/Advisor

First Name: Gordon Last Name: Mak
 Credentials: MD, FACP, FCCP Title: Medical Director
 Inst Name: Skyline College Address: 3300 College Drive
 Address2: Address3:
 City: San Bruno State: CA
 Zip Code: 94066- Phone: 650-573-2167
 Fax: 650-738-4457 Email: gmak@co.sanmateo.ca.us

CEO

First Name: Victoria Last Name: Morrow
 Credentials: PhD Title: College President
 Inst Name: Skyline College Address: 3300 College Drive
 Address2: Address3:
 City: San Bruno State: CA
 Zip Code: 94066- Phone: 650-738-4111
 Fax: 650-738-4338 Email: morrowv@smccd.edu

Individual Completing this form:

Name: Raymond Hernandez Working Title: Program Director, Respiratory Therapy
 Email: hernandezr@smccd.edu Phone: 650-738-4457

Return this completed form to:

Please Select...

Tom Smalling, PhD, RRT, RPFT, RPSGT
 Executive Director
 1248 Harwood Road
 Bedford, TX 76021-4244
 Phone: (817) 283-2835
 Fax: (817) 354-8519
 Email: lisa@coarc.com

CEO Signature
Required:

Victoria P. Morrow

Date: 6/30/2008

Requestor's Name: Patricia Carter

Requisition: R0900135

Organization: Sciences/Mathematics/Technol

Page: 1

Ship To: SKYLINE College Biology Stock:

Phone:650 738-4230 Ext:

3300 College Drive

Building: 7 Room: 313

San Bruno CA 94066

Date Required: 07/01/2008

Vendor 752696563 Committee On Accreditation

<u>Item</u>	<u>Commodity Description</u>	<u>Quantity</u>	<u>U/M</u>	<u>Unit Price/Tax</u>	<u>Item Total</u>
1		1.00	EA	1,300.00	
	FY 2008-2009 Annual Fee for Accreditation Services			0.00	1,300.00
	2009 Annual fee				
	CAAHEP accredited program: Respiratory Therapist				
	Invoice not yet received. pc				
	Fees are due by January 31, 2009				
2		1.00	EA	750.00	
	CSSR Fee			0.00	750.00
	Continuing Accreditation self-study report				
3		1.00	EA	1,600.00	
	Accreditation Site visit			0.00	1,600.00
	Accreditation site visit once every ten years				
				Total Requisition:	3,650.00
SEQ	1 10002 2414 5310 120730		100.00%	3,650.00	

Accreditation site visit is once every ten years

CSSR & site visit fee due upon receipt of invoice.

Annual fee is \$1300, due January 2009.

Invoice will be forwarded to Nancy Witte. pc.

Committee on Accreditation for Respiratory Care (CoARC)

Site Visit Dates Request and Hotel Recommendation Form

As part of the accreditation/re-accreditation comprehensive review, after submission of your self study report (SSR), an on-site review will be conducted. A team of visitors will conduct the visit over two days, either **Monday/Tuesday** or **Thursday/Friday**. Please fill in the information below, print copies, and place them in the front of the self study report. Also, email the completed form to the CoARC Executive Office to: bonnie@heasc.org

CoARC Prog ID#:

Institution name:

City: State: Zip:

Convenient Airport(s): -----

Approx Distance from program => miles miles

Program Director:

Name:

Email:

Phone:

Provide dates below for either Monday/Tuesday or Thursday/Friday that are at least 4 months after submission of your self study report, but that are not more than 6 months after submission of your self study report and when students will be present.

For example, if your SSR is submitted on July 15, then the dates would be from November 15 through January 15.

Self Study Report will be submitted on (mm/dd/yyyy):

Site Visit dates - 1st choice:

Site Visit dates - 2nd choice:

Site Visit dates - 3rd choice:

Site Visit dates - 4th choice:

Also, provide three recommendations for a suitable hotel. It should be economical, but clean and safe. There should be a restaurant either in the hotel or within walking distance, if possible.

Note: The site visit team will make the reservations.

Hotel #1 Name:	Distance from College	AAA rating	Room Cost/night	Has Restaurant? (Y or N)
<input type="text" value="Ramada Limited"/>	<input type="text" value="4 miles"/>	<input <="" td="" type="text" value="?"/> <td><input type="text" value="\$85.00"/></td> <td><input type="text" value="No"/></td>	<input type="text" value="\$85.00"/>	<input type="text" value="No"/>
Address: <input type="text" value="500 El Camino Real"/>	Does the college have a favorable corporate rate? <input type="text" value="No"/>			
City: <input type="text" value="San Bruno, CA 94066"/>				
Phone number: <input type="text" value="650-871-4000"/>				
Hotel #2 Name:	Distance from College	AAA rating	Room Cost/night	Has Restaurant? (Y or N)
<input type="text" value="Comfort Inn and Suites"/>	<input type="text" value="4.5 miles"/>	<input <="" td="" type="text" value="?"/> <td><input type="text" value="\$115.00"/></td> <td><input type="text" value="No"/></td>	<input type="text" value="\$115.00"/>	<input type="text" value="No"/>
Address: <input type="text" value="611 San Bruno Avenue"/>	Does the college have a favorable corporate rate? <input type="text" value="No"/>			
City: <input type="text" value="San Bruno, CA 94066"/>				
Phone number: <input type="text" value="650-589-5089"/>				
Hotel #3 Name:	Distance from College	AAA rating	Room Cost/night	Has Restaurant? (Y or N)
<input type="text" value="Super 8 San Bruno"/>	<input type="text" value="4 miles"/>	<input <="" td="" type="text" value="?"/> <td><input type="text" value="\$80.00"/></td> <td><input type="text" value="No"/></td>	<input type="text" value="\$80.00"/>	<input type="text" value="No"/>
Address: <input type="text" value="421 El Camino Real"/>	Does the college have a favorable corporate rate? <input type="text" value="No"/>			
City: <input type="text" value="San Bruno, CA 94066"/>				
Phone number: <input type="text" value="650-624-0999"/>				

If there are any questions, feel free to contact the Executive Office at (817) 283-2835.

TITLE PAGE

- 1 Program Name: Skyline College Advanced Practitioner Program
- 2 CoARC Program #: 200147
- 3 Type of degree offered (AA, AS, BS, MS, etc.): Associate of Science

4. Name and address of the program sponsor:

Name Skyline College

Address 3300 College Drive

City/State/Zip San Bruno, CA 94066

Voice 650-738-4457

FAX 650-738-4299

E-mail hernandezr@smccd.edu

5. Name and contact data for person responsible for the preparation of the self-study report:

Name: Raymond Hernandez, MPH, RRT, NPS

Title: Program Director, Respiratory Therapy

Phone #: 650-738-4457

FAX #: 650-738-4299

Email: hernandezr@smccd.edu

TABLE OF CONTENTS

After sequentially numbering all pages in the self-study report, including appendices, reference the questions in each PART and each Appendix in the Table of Contents with the appropriate page indicated.

Placed in the front of the paper copies: CAAHEP Request for Accreditation Services form and CoARC Site Visit Dates Request form.

Section	Page	Section	Page
0. General Information		PART E: Standard V	
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2.	5	2.	12
3.	5	3.	12
4.	5	4.	12
5.	6	5.	12
6.	7	6.	12
7.	7	7.	12
8.	7	8.	12
9.	7-9	9.	12
		10.	12
PART A: Standard I			
1.	10	PART F: Supplemental	
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		2.	13
PART B: Standard II		3.	13
1.	10	4.	14
2.	10	5.	14
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PART C: Standard III			
1.	11	Appendix A	A 1-15
2.	11		
3.	11	Appendix B	B 1-3
4.	11		
5.	11	Appendix C	C 1-24
6.	11		
7.	11	Appendix D	NA
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PART D: Standard IV		Appendix G	
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2.	11	Appendix H	H 1-15
3.	12		
		Appendix I	I 1-23
		Appendix J	NA

0. GENERAL INFORMATION

1. Chief Executive Officer

Name Victoria Morrow, PhD
Title College President
Address 3300 College Drive

City/State/Zip San Bruno, CA 94066
Voice 650-738-4111 FAX(650) 738-4338
E-mail morrowv@smccd.edu

2. Dean or Comparable Administrator (to whom all correspondence will be directed)

Name Michael Williamson MS, RRT
Title Dean - Science, Mathematics, Technology
Address 3300 College Drive

City/State/Zip San Bruno, CA 94066
Voice 650-738-4221 FAX 650-738-4299
E-mail williamsonm@smccd.edu

3. Program Director

Name Raymond Hernandez MPH, RRT, NPS
Title Program Director, Respiratory Therapy
Address 3300 College Drive

City/State/Zip San Bruno, CA 94066
Voice 650-738-4457 FAX 650-738-4299
E-mail hernandezr@smccd.edu

Is the Program Director employed full-time by the sponsor? Yes No

4. Director of Clinical Education

Name Brian Daniel, RRT
Title Clinical Director Education, Respiratory Therapy

Address 3300 College Drive

City/State/Zip San Bruno, CA 94066

Voice 650-738-4180 FAX 650-738-4299

E-mail danielb@smccd.edu

Is the Director of Clinical Ed. employed full-time by the sponsor? Yes No

5. Medical Director(s)

Name Gordon Mak MD

Title Medical Director, Respiratory Therapy

Address 3300 College Drive

City/State/Zip San Bruno, CA 94066

Voice 650-573-2167 FAX 650-573-2884

E-mail gmak@co.sanmateo.ca.us

Co-Medical Director

Name

Title

Address

City/State/Zip

Voice FAX

E-mail

6. PROGRAM INFORMATION

a. Level of Program(s)	<input type="checkbox"/> Entry Level	<input checked="" type="checkbox"/> Advanced Level
b. Length of program (in months)		22
c. Total credit hours for completion		51.5
d. Maximum class size (capacity)		25 per year
e. Actual current enrollment		45 (year 1 and 2)
f. Number of classes admitted per year		1
g. Month(s) classes are admitted		August
h. Certificate of completion granted	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
i. Type of degree awarded		Associate of Science
j. Number of paid Respiratory Care faculty	FT= PT=	FT= 2 PT= 10
k. FTE paid Respiratory Care faculty		3
l. Number of unpaid Respiratory Care faculty		3
m. Number of clinical affiliates		10
n. Number of satellite campuses		0
o. Date of most recently admitted class		August 2007
p. Date of completion of next class		June 2008
q. Year program enrolled first class		August 1970

7. This program operates under which academic system?

- Semester Quarter Trimester
Other (specify)

8. List the other health professions programs offered by or within this institution.

Central Processing
Emergency Medical Technician
Surgical Technology

9. Write a brief (no more than 2 pages) description of the history and development of the program from its inception. Include significant events affecting the program

The Respiratory Therapy Program at Skyline College is a vocational program which serves the San Francisco and San Mateo Counties and provides the necessary education and training requirements to students who are interested in providing health care as Respiratory Therapists. The program supports the mission of Skyline College and the San Mateo Community College District in partnering with industry and the community in response to economic changes requiring this additional workforce development.

The advanced practitioner program has been in existence for 38 years and holds a strong reputation in the community for providing well prepared graduates to enter the work force. It serves all of San Francisco and northern San Mateo Counties and is affiliated with 10 hospital institutions and agencies in its service area. They include a sufficient mix of larger teaching centers and smaller community hospitals

as well as non clinical outpatient respiratory services. Students 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.

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. 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.

In 1998 the program holistically reviewed the curriculum and sequencing of courses. This was done in response to the program meeting community needs as well as the state licensure board identifying a minimum level of clinical hours to be completed by students prior to graduation. In response the program added a final internship consisting of 128 hours allowing students to identify a preceptor and area of focus. The goal of this internship was to allow students to explore areas within respiratory care, refine their technical skills and help them transition from student to practitioner. After instituting this requirement the state licensure board clarified that completed clinical and lab hours met the minimum qualification. Prior to this curricular change the program had already met this requirement. Because there has been positive feedback from the students and the community, this final internship continues to be an integral component of the curriculum.

There have been changes in program faculty since the last CoARC Accreditation visit. In 2003, Michael Williamson transitioned from Program Director of Respiratory Therapy to Dean of Science, Mathematics and Technology. Raymond Hernandez was at that time appointed to the position of Program Director. In September 2003, Dr. Gordon Mak, Medical Director for San Mateo General Hospital (a clinical affiliate) accepted the position of Medical Director for the Respiratory Therapy Program. He replaced Dr. Allen Hotti who had been the program's Medical Director for many years and had retired from practice. Finally Brian Daniel, was hired in Spring 2004 as Director of Clinical Education. Though there have been many changes in key personnel, the current body has proven to work effectively and collaboratively thus strengthening the program and ensuring success of students towards meeting their goals and providing competent graduates into the workforce. As Dean of the division, Michael Williamson has been able to promote the program to the greater college community and advocate for it's needs.

The Bay Area had seen great economic growth in the late 90's and early part of this decade. As such there was a decrease in interest and enrollment for the Respiratory Therapy Program. The technology sector and dot.com industry was flourishing and many health care programs in the area had seen a significant decline in enrollment. Because of this fewer graduates were realized to meet the needs of employers and subsequently the demands far exceeded the supply. We then saw a dramatic increase in interest and enrollment in the mid portion of this decade with the downturn of the dot.com industry. Skyline and the community college programs are now just beginning to fill the needs of the workforce. Graduates continue to enjoy multiple job opportunities.

As a result from the down cycle, there has been more interest to increase the number of qualified therapists graduating from advanced practitioner programs in the Bay Area. Western Career College has recently been granted preliminary accreditation status from CoARC. This program is located 25 miles east of our service area and has directly impacted clinical placement of two established Respiratory Therapy Programs in that vicinity. Though Skyline is not directly impacted, we are already seeing a trickle down effect of clinical placement competition and their looking in other program service areas for

those opportunities. The PD and DCE will continue discussion with the other programs and affiliated clinicals sites to minimize impact with our students and the their clinical experience.

The San Mateo Community College District which includes Skyline and it's sister Colleges, Canada and College of San Mateo, secured two county bonds over the last decade. As such physical improvements are currently under way. The Respiratory Therapy Program is currently in transitional space while rennovation of the science building is completed. The program is scheduled to move into its new facilities in Spring 2009. It will include a classroom / laboratory space to accommodate approximately 25 students and provide for sufficient lab areas which are designed to represent hospital bedsides. State of the art equipment including ventilators, monitors and simulation mannikins have been requisitioned for use in this new facility.

PART A: Sponsorship (Standard I)

- 1. Sponsor Information** Is the Sponsor a consortium? Yes No
(If "YES" please include a copy of the Consortium Agreement in **Appendix J**)

Complete the following for the sponsoring educational institution:

Sponsoring Educational Institution Type:

- Four-Year College or University
- Junior College or Community College
- Vocational or Technical School
- United States Department of Defense
- United States Department of Veteran's Affairs

Sponsoring Educational Institution Control / Ownership:

- Federal Government
- State, County or Local Government
- For-Profit
- Non-Profit (Private or Religious)

Sponsoring Educational Institution Accreditation

- a. Name of Institutional Accrediting Agency:
Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges (WASC)
- b. Current Accreditation Status Reaffirmed Accreditation Status
Date of Last Accreditation Review: October 2007
Date of Next Accreditation Review: 2013
- c. Is the sponsoring educational institution legally authorized under applicable state laws to provide postsecondary education? Yes No

PART B: Program Goals (Standard II)

1. Has the program made any changes in the last 3 years based on changes in the needs and expectations of the communities of interest? Yes No
If yes, briefly describe the program changes:

There have been no major changes in curriculum and sequencing of courses in the past few years. The last major review took place in 1998. An action plan as a result of this self study has been identified to establish a review committee to review program curriculum and sequencing with the communities needs and expectations in mind.

2. State any educational goals beyond minimum expectations to be considered in the accreditation.

None

PART C: Program Resources (Standard III)

1. Do respiratory care students have access to appropriate library resources? Yes No
2. Do respiratory care students have access to the same health services as other students enrolled in the educational institution?..... Yes No
3. Do respiratory care students receive the same personal counseling as other students enrolled in the educational institution? Yes No
Provided by Skyline College Counseling Department
4. Do respiratory care students receive the same academic advising as other students enrolled in the educational institution?..... Yes No
Provided by Counseling Department and RT Program Faculty
5. Do respiratory care students receive all other support services available to other students enrolled in the educational institution?..... Yes No
6. Place in **Appendix A**, the completed Resources Assessment matrix (all columns completed).
7. Place in **Appendix B**, an organizational chart that portrays the administrative relationships under which the program operates within the sponsoring institution or consortium. Start with the chief administrative officer. Include all program Key Personnel and respiratory care faculty named in the self-study report. Include the names and titles of all individuals shown.
9. Place in **Appendix C** a CV for each of the program Key Personnel and any other paid full or part-time respiratory care program faculty members. Limit to one page and delete all publications. Also, include in the Appendix the job descriptions of the Program Director, the Director of Clinical Education, and the Medical Director.
10. Place in **Appendix D** a brief description of all distance learning methodologies that are used in the program (e.g. video conferencing, on-line courses).
11. Place in **Appendix E** a completed copy of the Program Course Requirements Table to list each course required in the curriculum.

PART D: Student and Graduate Evaluation / Assessment (Standard IV)

1. Are evaluations of students conducted in accordance with the requirements of Standard IV,A,1? Yes No
2. Are students' program evaluation records permanently maintained? ... Yes No
Location: Locked file storage room in RT department
If No, # of Years:

- Place in **Appendix F** a print out of the most recently submitted Report of Current Status (annual report).

PART E: Fair Practices (Standard V)

- Does the institution/consortium publish a general catalog/bulletin for its educational programs?..... Yes No
If yes, what is the latest edition? 2007-2008
- Are admissions non-discriminatory, and made in accordance with defined and published practices? Yes No
- Does the institution/consortium have a student grievance policy? Yes No
- Does the institution have policies and procedures to ensure compliance with the ADA? Yes No
 - Does the Respiratory Care program disclose technical standards in compliance with ADA? Yes No
 - When are students informed of the program's technical standards?
Technical standards are disclosed on the program's website, included in the RT program application and RT student handbook.
- Does the institution/consortium have a faculty grievance policy? Yes No
- Are all activities required in the program educational? Yes No
- Are students' institutional records permanently maintained? Yes No
Location: Locked file storage in RT department and digitally recorded with college admissions and records.
If No, # of Years:
- Is there a formal affiliation agreement or memorandum of understanding with all other entities that participate in the education of the students? Yes No
- Place in **Appendix G** a copy of the most recent college catalogue and any other documents that make known to applicants and students the information specified in Standard V.A.2.
- Place in **Appendix H** a copy of additional material to be provided to enrolling students that makes known the information specified in Standard V.A.3.

PART F: Supplementary Information / Materials

Program Strengths & Limitations

- List the program's areas of strength:

A strength of this program is the involvement of the community affiliates. They are 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 the students and the program.

The faculty are extremely knowledgeable and dedicated. All full and part-time faculty demonstrate a high standard of professionalism by attaining RRT credential and being members of both the state (CSRC) and national (AARC) professional organizations. The Program Director has actively participated with the CSRC serving as education chair and interacting with other educators throughout the state. The Clinical Director is involved in research through UCSF and shares that knowledge with students and provides lectures locally and throughout the country.

The 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. The program has been recognized by the Center for Student Success Study on Diversity in health occupations Training Programs as one that is highly diverse.

Retention and success remain one of the highest amongst the programs at Skyline College. Students demonstrate a high level of success in meeting their goals and obtaining rewarding and productive careers in the field of Respiratory Therapy. Students enjoy multiple job offers even prior to graduation. The faculty in this program are proud to build a legacy of graduates who improve the quality of health care in the community.

2. List the program's limitations (areas that need improvement):

1. The program has been deficient in lab facilities and adequate, updated equipment as indicated by student and advisory surveys.

2. Student are dissatisfied with the personnel support provided in the laboratory setting stating there is a need for a lab assistant with the number of students undergoing laboratory exercises.

3. There is ample support and involvement from the clinical affiliates to provide productive clinical experiences for students, however there is a lack of uniformity and expectations from site to site. This includes therapist and physician interaction and evaluation of students as they perform in the clinical setting.

3. Describe the process and/or evaluation systems used to identify the program's strengths and limitations:

Through the advisory board a subcommittee was formed to conduct the self study process. Members included a clinical affiliate department director, program faculty, program medical director, advisory board chair, and students. Data was gathered from many sources to gain a comprehensive view of program's strengths and limitations. Data included:

CoARC data tools including program resource surveys from personnel and students, employer and graduate surveys, and faculty evaluation SSR questionnaires. Also utilized

were College/program data tools including demographic, retention and success data, student clinical site evaluations, college program review, and advisory board minutes.

4. Provide an analysis of the data collected during this process.

A self study subcommittee comprised of faculty, students, and community members reviewed/discussed data described above and underwent a strengths, weaknesses, opportunities and threats (SWOT) analysis. The program and clinical director then incorporated these findings into the self study in its first draft. The subcommittee reviewed this first draft ensuring the content reflected the analyzed data and provided feedback. The second draft was then reviewed by the advisory committee with discussion and feedback given at its June 2008 meeting. Changes and additions were incorporated for inclusion in the final self study document.

5. Describe the action plans developed to correct deficiencies for all areas in need of improvement (i.e. listed in question 2 above):

1. A newly renovated classroom/laboratory is currently under construction and will result in an increase in classroom/laboratory square footage. It will include 7 bedside station equipped with the necessary supplies for the student to practice and demonstrate competency in various aspects of respiratory care. This will include one patient simulation bedside. Expected completion date: Spring 2009.

2. Program faculty are currently working with the division dean to find means of ensuring additional personnel support for laboratory instruction. It is anticipated this will be instituted beginning Fall 2008.

3. A rubric for student evaluation has been developed and introduced into the clinical affiliate sites to address the inconsistencies in the evaluation process. The rubric will be reviewed with each clinical site annually to ensure that it is utilized effectively. To address uniformity of student support, a clinical preceptor program will be developed and piloted for Fall 2009. A grant proposal is to be submitted this coming academic year to fund and support the project.

6. Insert the completed Faculty Evaluation SSR Questionnaires from each paid faculty member (didactic, laboratory, and clinical) and the Medical Director(s) in **Appendix I**.

7. **Student Evaluation SSR Questionnaires:** All currently enrolled students are to complete the Student Evaluation SSR Questionnaire. The Program Director must assign a student proctor who will distribute a questionnaire to each student, collect all completed questionnaires place them in a big postage paid envelope, seal the envelope and return the sealed envelop to the Program Director. The Program Director must then mail the envelope with the completed questionnaires directly to the CoARC Executive Office separately from the Self-Study Report.

APPENDIX A - Resources Assessment

(Full-page Format)

Use one page for each of the 10 categories of required resources and additional resources, if any. Programs holding a Letter of Review or Accreditation are required to complete Resource Assessment at least annually (Standard III.D). Programs holding an Approval of Intent are required to complete the Purpose, Measurement System, and Dates of Measurement for each resource.
(Copy and paste additional forms in this document as needed.)

RESOURCE:

PURPOSE(S):

MEASUREMENT SYSTEM(S):

DATE(S) OF MEASUREMENT:

RESULTS AND ANALYSES:

ACTION PLAN(S) AND FOLLOW UP:

What is to be done	Who is responsible	Due Date	Expected Result (quantifiable measures)

APPENDIX A – Resource Assessment Matrix

#	RESOURCE	PURPOSE (S)	MEASUREMENT SYSTEM	DATE (S) OF MEASUREMENT	RESULTS-ANALYSIS (SUMMARY) (Include the number meeting the cut score and the number that fell below the cut score)	ACTION PLAN
1	ADVISORY COMMITTEE	To actively develop, promote, support and evaluate the goals of the respiratory therapy programs.	<ol style="list-style-type: none"> 1) Program Personnel – Program Resource Survey 2) Advisory Committee Minutes and Actions 3) Faculty Evaluation SSR Questionnaire 	<ol style="list-style-type: none"> 1) May each year 2) Quarterly 3) May each year 	<ol style="list-style-type: none"> 1) All respondents surveyed in 2008 rated advisory committee effectiveness at acceptable to strongly agree on the Likert scale. 	<p>Utilize assessment resource tool to identify yearly goals/objectives and formulate action plans to strengthen advisory committee's effectiveness.</p> <p>Establish a committee to review program curriculum and sequencing to better meet community and student needs.</p>
2	MEDICAL DIRECTOR (S)	To provide effective medical direction/administration for the program to ensure that current standards of medical practice are met. Provide physician/student interaction to facilitate effective communication skills between physicians and students.	<ol style="list-style-type: none"> 1) Student – Program Resource Survey. 2) Program Personnel Resource Survey. 3) Faculty Evaluation SSR Questionnaire 	<ol style="list-style-type: none"> 1) May each year. 2) May each year. 3) May 2008 	<ol style="list-style-type: none"> 1) All students surveyed in 2008 rated the Medical Director(s) at or above the "cut score" of 3 on a 5 point Likert scale. 2) All program faculty and advisory group respondents in 2008 rated the Medical Director(s) at or above the "cut score" of 3 on a 5 point Likert scale. 	<p>Continue collaboration with Medical Director to ensure current standards of medical practice are met.</p>
3	FACULTY	To provide effective laboratory, classroom and clinical instruction; to be effective examples for students in all three domains.	<ol style="list-style-type: none"> 1) Student – Program Resource Survey. 2) Program Personnel Resource Survey. 3) Graduate Survey. 4) Employer Survey. 5) Faculty Evaluation SSR Questionnaire 	<ol style="list-style-type: none"> 1) May each year 2) May each year 3) May each year 4) May each year 5) May 2008 	<ol style="list-style-type: none"> 1) All students surveyed in 2008 rated the number of faculty and the quality of instruction at or above the "cut score" of 3 on a 5 point Likert scale. Students did find dissatisfaction with adequate support during laboratory instruction. 2) All graduate and employer survey respondents in 2008 rated graduates at or above the "cut 	<p>Program faculty and dean to find means to ensure personnel support for laboratory instruction</p> <p>Encourage professional development opportunities that focus in teaching and</p>

					score" of 3 on a 5 point Likert scale in the cognitive, psychomotor, and affective domains and are satisfied with overall preparation to enter the workforce.	evaluation methods and encourage faculty to attend
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4	SUPPORT PERSONNEL	To provide appropriate and effective clerical support for the program.	1) Program Personnel Resource Survey. 2) Faculty Evaluation SSR Questionnaire	1) May each year 2) May 2008	Survey results indicate that most feel there is adequate administrative support personnel through the division office. The administrative support is shared with other departments in the division	Hire a part-time administrative assistant for health care programs.
5	FACILITIES	To provide the best possible learning environment for respiratory care practitioner students.	Program evaluations/exit interviews from graduating students.	May each year.	All students surveyed in 2008 rated the facilities at or above the "cut score" of 3 on a 5 point Likert scale. Student comments indicated need for more classroom space and optimum laboratory stations.	Renovation of the respiratory therapy classroom and laboratory are currently underway.
6	LABORATORY EQUIPMENT AND SUPPLIES	To ensure student contact with the latest in respiratory care treatment and technology. So that they might gain the highest possible level of success in the clinical setting.	Program evaluations/exit interviews from graduating students.	May each year.	All students surveyed in 2008 rated the Medical Director(s) at or above the "cut score" of 3 on a 5 point Likert scale however found dissatisfaction with the size of the laboratory, and the supplies available.	New equipment and supplies will be purchased by Spring 2009. Solicit vendors of respiratory care equipment regarding donation of supplies/equipment to program.
7	LEARNING RESOURCES	To support student needs for supplemental reading, electronic and print reference materials, research and computing resources.	1) Student – Program Resource Survey 2) Program Personnel – Program Resource Survey 3) Faculty Evaluation SSR	1) May each year 2) May each year 3) May 2008	Student survey data reveals satisfaction with the college's learning resources. Students identified dissatisfaction with tutorial assistance in the learning center and audiovisual and computer	Coordinate access through the library and learning center to software and multimedia resources

A-2

		Questionnaire		equipment availability to successfully complete assignments and activities.		
8	FINANCIAL RESOURCES	To provide adequate fiscal support for the retention of personnel and the acquisition and maintenance of equipment and supplies.	<p>1) Student – Program Resource Survey</p> <p>2) Program Personnel – Program Resource Survey</p> <p>3) Faculty Evaluation SSR Questionnaire</p> <p>4) Program Budget</p> <p>5) Advisory board minutes</p>	<p>1) May each year</p> <p>2) May each year</p> <p>3) May 2008</p> <p>4) Continuous</p> <p>5) Quarterly</p>	<p>Student and program personnel surveys have indicated some dissatisfaction with the facilities and greater dissatisfaction with equipment resources. This issue has been addressed in phase II of the bond plan. The facilities renovation will be completed in January 2009 and sufficient new equipment has been purchased and will be available.</p> <p>Most program personnel surveyed either responded neutral or n/a in regards to institutional budget allocation fairness.</p>	<p>Complete renovation of RT classroom/lab.</p> <p>Purchase new equipment to meet program needs.</p> <p>New equipment has already been purchased (3 new ventilators and 3 test lungs) for instruction and student use.</p> <p>Provide more detailed budget reports at advisory board meetings</p>
9	CLINICAL RESOURCES	To offer a diversity of patients, diseases, and respiratory care practices. This all in efforts to allow a student to complete and master clinical competencies.	<p>Program evaluations/exit interviews from graduating students.</p>	<p>May each year.</p>	<p>All students surveyed in 2008 rated the clinical resources above the "cut score" of 3 on a 5 point Likert scale.</p> <p>Students identify inconsistencies between sites in how students are preceptored and evaluated in the clinical setting.</p> <p>Student evaluation rubric will be reviewed with each clinical site annually to ensure that it is utilized effectively.</p> <p>Develop and pilot Clinical Preceptor Program</p>	<p>Continue to explore affiliation with other hospitals in this community in efforts of further enhancing the variety of learning experiences.</p> <p>Student evaluation rubric will be reviewed with each clinical site annually to ensure that it is utilized effectively.</p> <p>Develop and pilot Clinical Preceptor Program</p>
10	PHYSICIAN INPUT (Instructional)	To ensure that students develop in the role of "consultant". Also to help students develop uninhibited, goal directed communication with physicians.	<p>Program evaluations/exit interviews from graduating students.</p> <p>Program clinical instructors</p>	<p>1) May each year.</p> <p>2) Each semester</p>	<p>All students surveyed in 2008 rated the Physician input above the "cut score" of 3 on a 5 point Likert scale.</p> <p>There is very little Medical Director contact during students first year in</p>	<p>Implement more opportunities for student/Medical Director interaction during year 1 of program.</p>

				<p>the program.</p> <p>Student comments revealed inadequate support and/or uniform expectation for student/physician interaction in the clinical setting.</p>	<p>Increase physician presence by having clinical affiliate physicians address the students while in the classroom / clinical setting on various aspects of respiratory care.</p> <p>Address inconsistencies in support and expectations of physician interaction at clinical sites.</p> <p>Increase student participation of respiratory care rounds at each clinical site.</p>
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APPENDIX A - Resource Assessment

RESOURCE: Advisory Committee

PURPOSE(S): An Advisory Committee is an essential component for success of this Program and its students. Members include program faculty, college administration, student representatives, and clinical affiliate representatives (department directors, supervisors, clinical educators, lead therapists). The committee assists Skyline College and the Respiratory Therapy Program in formulating appropriate goals and objectives, monitoring needs and expectations, and ensuring program responsiveness to changing needs of the profession and the community through periodic revision.

MEASUREMENT SYSTEM(S):

- 1) Program Personnel – Program Resource Survey
- 2) Advisory Committee Agendas and Minutes
- 3) Faculty Evaluation SSR Questionnaire

DATE(S) OF MEASUREMENT:

- 1) Program Personnel – Program Resource Survey – May 2008
- 2) Advisory Committee Agendas and Minutes– Quarterly at each meeting
- 3) Faculty Evaluation SSR Questionnaire – May 2008

RESULTS AND ANALYSES:

All respondents surveyed in 2008 rated advisory committee effectiveness at acceptable to strongly agree on the Likert scale. Committee members are well informed and generally feel active participation in formulating appropriate goals and objectives, monitoring needs and expectations, and meeting community needs. The advisory committee conducts an annual bay area wide human resource survey to better evaluate those needs and provide necessary revisions.

A subcommittee analysis did find that a better structure in identifying goals and objectives is needed to help focus the advisory committee in its work.

Program curriculum and sequencing have not been reviewed holistically since 1997. Student survey results indicate year 2 of the program to be very demanding compared to year 1.

ACTION PLAN(S) AND FOLLOW UP:

What is to be done	Who is responsible	Due Date	Expected Result (quantifiable measures)
Utilize assessment resource tool to identify yearly goals/objectives and formulate action plans to strengthen advisory committee's effectiveness	Advisory Committee Chair and Program Director	Fall each year	Improved effectiveness of advisory committee ✓ Program resource survey ✓ Advisory committee minutes
Establish a committee to review program curriculum and sequencing to better meet community and student needs.	Program Faculty Medical Director Community Students	Spring 2009	Improved sequencing of program curriculum. ✓ Program resource survey ✓ Student surveys

APPENDIX A - Resource Assessment

RESOURCE: Medical Director

PURPOSE(S): To provide effective medical direction/administration for the program to ensure that current standards of medical practice are met.

MEASUREMENT SYSTEM(S):

- 1) Student – Program Resource Survey
- 2) Program Personnel – Program Resource Survey
- 3) Faculty Evaluation SSR Questionnaire
- 4) Curriculum

DATE(S) OF MEASUREMENT:

- 1) Student – Program Resource Survey – May 2008
- 2) Program Personnel – Program Resource Survey – May 2008
- 3) Faculty Evaluation SSR Questionnaire – May 2008

RESULTS AND ANALYSES:

Both students and program/clinical faculty surveyed stated that the medical director participated and provided direction to ensure current standards for medical practice are met. The current Medical Director has been a member of the program since **2003** and has been very active in program activities and providing student interaction and support.

ACTION PLAN(S) AND FOLLOW UP:

What is to be done	Who is responsible	Due Date	Expected Result (quantifiable measures)
Continue collaboration with Medical Director to ensure current standards of medical practice are met.	Program Faculty Medical Director	Ongoing	Currency of medical practice standards

APPENDIX A - Resource Assessment

RESOURCE: Faculty

PURPOSE(S): Faculty must be able to provide effective laboratory, classroom and clinical instruction. They must be effective for student in the cognitive, psychomotor, and affective domains.

MEASUREMENT SYSTEM(S):

- 1) Student – Program Resource Survey
- 2) Program Personnel – Program Resource Survey
- 3) Graduate Survey
- 4) Employer Survey
- 5) Faculty Evaluation SSR Questionnaire

DATE(S) OF MEASUREMENT:

- 1) Student – Program Resource Survey – May 2008
- 2) Program Personnel – Program Resource Survey – May 2008
- 3) Graduate Survey – May 2008
- 4) Employer Survey – May 2008
- 5) Faculty Evaluation SSR Questionnaire – May 2008

RESULTS AND ANALYSES:

Survey results from the various survey tools indicated that program and clinical staff were knowledgeable and provided effective instruction in the cognitive, psychomotor, and affective domains. Comments revealed program staff were eager and accessible to students. Graduate and employer surveys stated that student graduates were prepared to enter the workforce and were competent to provide care within RT departments. Annual CoARC reports demonstrate all thresholds are met.

Student were dissatisfied with the personnel support provided in the laboratory setting stating there was a need for a lab assistant with the number of students undergoing laboratory exercises.

Student identified dissatisfaction with varied pedagogical teaching and evaluation methods between faculty.

ACTION PLAN(S) AND FOLLOW UP:

What is to be done	Who is responsible	Due Date	Expected Result (quantifiable measures)
Program faculty and dean to find means to ensure additional personnel support for laboratory instruction	Program Director Clinical Director Dean	Fall 2008	Students identify satisfaction with laboratory experiences. ✓ Student/program personnel surveys
Encourage professional development opportunities for all faculty focusing in teaching and evaluation methods	Program Director	Continuous	Faculty are more uniform in classroom teaching methods and assessing student performance. ✓ Student Surveys

APPENDIX A - Resource Assessment

RESOURCE: Support Personnel

PURPOSE(S): To provide appropriate and effective clerical support for the program.

MEASUREMENT SYSTEM(S):

- 1) Program Personnel – Program Resource Survey
- 2) Faculty Evaluation SSR Questionnaire

DATE(S) OF MEASUREMENT:

- 1) Program Personnel – Program Resource Survey – May 2008
- 2) Faculty Evaluation SSR Questionnaire – May 2008

RESULTS AND ANALYSES:

The administrative support is shared with other departments in the division. Survey results indicate that most feel there is adequate administrative support personnel through the division office.

Budgeted grant money has been set aside to hire a part-time administrative assistant for the Skyline College health care programs which include Emergency Medical Technician, Respiratory Therapy, and Surgical Technician.

ACTION PLAN(S) AND FOLLOW UP:

What is to be done	Who is responsible	Due Date	Expected Result (quantifiable measures)
Hire a part-time administrative assistant for health care programs	Dean	Fall 2008	Increased administrative support ✓ Program personnel surveys

APPENDIX A - Resource Assessment

RESOURCE: Facilities

PURPOSE(S): Adequacy of facilities is a key component to the successful development of respiratory care practitioners enrolled in this program and others. We continue to strive in this area to make our facilities the best they can be.

MEASUREMENT SYSTEM(S):

- 4) Student Surveys
- 5) Program Personnel – Program Resource Survey
- 6) Faculty Evaluation SSR Questionnaire

DATE(S) OF MEASUREMENT:

- 4) Student Surveys – May 2008
- 5) Program Personnel – Program Resource Survey – May 2008
- 6) Faculty Evaluation SSR Questionnaire – May 2008

RESULTS AND ANALYSES:

All students surveyed in 2008 rated the facilities at or above the "cut score" of 3 on a 5 point Likert scale. Student comments indicate a deficiency in classroom space and need for more optimum laboratory stations to facilitate student learning. A newly renovated classroom/laboratory is currently under construction and will result in an increase in classroom/laboratory square footage. It will include 7 bedside station equipped with the necessary supplies for the student to demonstrate competency in various aspects of respiratory care. This will include one simulation bedside.

ACTION PLAN(S) AND FOLLOW UP:

What is to be done	Who is responsible	Due Date	Expected Result (quantifiable measures)
Classroom/laboratory currently under renovation.	Skyline College, the Respiratory Care Program faculty and Dean	Spring 2009	Improved student learning outcomes. Increased student satisfaction. ✓ Student/program personnel surveys

APPENDIX A - Resource Assessment

RESOURCE: LABORATORY EQUIPMENT AND SUPPLIES

PURPOSE(S): Laboratory setting, equipment, and supplies are a key component to the successful development of respiratory care practitioners enrolled in this program and others. We have had great support from our clinical affiliates in meeting this goal.

MEASUREMENT SYSTEM(S):

- 7) Student Surveys
- 8) Program Personnel – Program Resource Survey
- 9) Faculty Evaluation SSR Questionnaire

DATE(S) OF MEASUREMENT:

- 7) Student Surveys – May 2008
- 8) Program Personnel – Program Resource Survey – May 2008
- 9) Faculty Evaluation SSR Questionnaire – May 2008

RESULTS AND ANALYSES:

All students surveyed in 2008 rated the laboratory equipment and supplies at or above the "cut score" of 3 on a 5 point Likert scale. Students did comment dissatisfaction with the size of the laboratory and the supplies available for the number of students enrolled in this program.

The program has recognized this as a weakness. A newly renovated classroom and laboratory are under construction new equipment and supplies have been budgeted. In the meantime we have made efforts to have more of the respiratory care competencies completed at our clinical sites by the clinical instructors and/or the Director of Clinical Education.

ACTION PLAN(S) AND FOLLOW UP:

What is to be done	Who is responsible	Due Date	Expected Result (quantifiable measures)
New equipment and supplies will be purchased	Skyline College, Respiratory Care Program faculty and Dean.	Spring 2009 and ongoing	Improved student satisfaction. Improved learning outcomes. ✓ Student/program personnel surveys
Solicit vendors of respiratory care equipment regarding donation of supplies/equipment to program.	Director of Clinical Education	Ongoing	Greater access to equipment and supplies Improved student satisfaction. ✓ Student/program personnel surveys

APPENDIX A - Resource Assessment

RESOURCE: Learning Resources

PURPOSE(S): To support student needs for supplemental reading, electronic and print reference materials, research and computing resources.

MEASUREMENT SYSTEM(S):

- 1) Student – Program Resource Survey
- 2) Program Personnel – Program Resource Survey
- 3) Faculty Evaluation SSR Questionnaire

DATE(S) OF MEASUREMENT:

- 1) Student – Program Resource Survey – May 2008
- 2) Program Personnel – Program Resource Survey – May 2008
- 3) Faculty Evaluation SSR Questionnaire – May 2008

RESULTS AND ANALYSES:

Students are provided with an orientation to the library during the first semester of the program which is coordinated with library staff. Through the Peninsula Library System, the college library provides access to research information through books and an electronic journal database. The college learning center provides access to technology (computers, videos, software programs).

Student survey data reveals overall satisfaction with the college’s learning resources. The identified library resources and access to be adequate. They did identify dissatisfaction with tutorial assistance in the learning center and audiovisual and computer equipment availability to successfully complete assignments and activities. The program has many software learning tools which are able to be checked out through the program but does not have them available in the learning center.

Construction plans have also included a new learning resource center which will provide student access to software and multimedia resources. The center will be shared by all allied health programs at Skyline College.

ACTION PLAN(S) AND FOLLOW UP:

What is to be done	Who is responsible	Due Date	Expected Result (quantifiable measures)
Coordinate access through the library and learning center to respiratory software and multimedia resources	Program Director Clinical Director Library, learning resource coordinators	Fall 2008	Improved student access and support of RT learning resources ✓ Student surveys

APPENDIX A - Resource Assessment

RESOURCE: Financial Resources

PURPOSE(S): To provide adequate fiscal support for the retention of personnel and the acquisition and maintenance of equipment and supplies.

MEASUREMENT SYSTEM(S):

- 1) Student – Program Resource Survey
- 2) Program Personnel – Program Resource Survey
- 3) Faculty Evaluation SSR Questionnaire
- 4) Program Budget
- 5) Advisory board minutes

DATE(S) OF MEASUREMENT:

- 1) Student – Program Resource Survey – May 2008
- 2) Program Personnel – Program Resource Survey – May 2008
- 3) Faculty Evaluation SSR Questionnaire – May 2008

RESULTS AND ANALYSES:

Budget allocations are identified yearly through the dean and division office. Equipment purchase requests are made yearly and submitted to the dean. Respiratory along with other department requests are then prioritized at the division level then sent to the College Budget Committee for consideration and prioritization. Though financial resources have been limited, the college has provided equal access.

The College District has secured a series of county bonds which have provided for building renovation and capital equipment. The program is currently in temporary facilities while RT dedicated classroom and lab facilities are built. A budget has been allocated to purchase equipment to achieve the program's classroom and laboratory competencies.

Student and program personnel surveys have indicated some dissatisfaction with the facilities and greater dissatisfaction with equipment resources. This issue has been addressed in phase II of the bond plan. The facilities renovation will be completed in January 2009 and sufficient new equipment has been purchased and will be available. New equipment has already been purchased (3 new ventilators and 3 test lungs) for instruction and student use.

Most program personnel surveyed either responded neutral or n/a in regards to institutional budget allocation fairness. Budget updates are shared with the advisory board regularly, however it appears more process oriented information may need to be given.

ACTION PLAN(S) AND FOLLOW UP:

What is to be done	Who is responsible	Due Date	Expected Result (quantifiable measures)
Complete renovation of RT classroom/lab	Skyline College	January 2009	Sufficient physical resources to meet program goals ✓Program personnel and student surveys.
Purchase new equipment to meet program needs	Program Director Dean	January 2009	Sufficient equipment resources to meet program goals ✓Program personnel and student surveys.

Provide more detailed budget reports at advisory board meetings	Program Director Dean	Fall 2008	Advisory board better informed regarding budget allocation and their processes ✓ Program personnel surveys ✓ Advisory board minutes
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APPENDIX A - Resource Assessment

RESOURCE: CLINICAL RESOURCES

PURPOSE(S): To provide students enrolled in this program the greatest possible exposure to a diversity of respiratory illnesses; respiratory care practices and procedures. This will allow students to complete and master clinical competency.

MEASUREMENT SYSTEM(S):

- 1) Student Surveys
- 2) Program Personnel – Program Resource Survey
- 3) Faculty Evaluation SSR Questionnaire

DATE(S) OF MEASUREMENT:

- 1) Student Surveys – May 2008
- 2) Program Personnel – Program Resource Survey – May 2008
- 3) Faculty Evaluation SSR Questionnaire – May 2008

RESULTS AND ANALYSES:

Clinical resource is a strength of this program. All students surveyed in 2008 rated the clinical resources well above average on a 5 point Likert scale. Students identify inconsistencies between sites in how students are preceptored and evaluated in the clinical setting. A rubric has been developed and introduced to our clinical affiliates to address the inconsistencies in the evaluation process.

ACTION PLAN(S) AND FOLLOW UP:

What is to be done	Who is responsible	Due Date	Expected Result (quantifiable measures)
Continue to explore affiliation with other hospitals in this community in efforts of further enhancing the variety of learning experiences.	Director of Clinical Education	Spring 2009	Increased community presence. Decompression of current sites. ✓ Student/program personnel surveys
Student evaluation rubric will be reviewed with each clinical site annually to ensure that it is utilized effectively.	Director of Clinical Education	Fall 2008	Consistent student evaluation by clinical affiliates. ✓ Student/program personnel surveys
Develop and pilot Clinical Preceptor Program	Program / Clinical Director	Fall 2009	Consistent preceptor support for students. ✓ Student/program personnel surveys

APPENDIX A - Resource Assessment

RESOURCE: PHYSICIAN INPUT (Instructional)

PURPOSE(S): To ensure that students develop in the role of "consultant". Also to help students develop uninhibited, goal directed communication with physicians.

MEASUREMENT SYSTEM(S):

- 1) Student Surveys
- 2) Program Personnel – Program Resource Survey
- 3) Faculty Evaluation SSR Questionnaire

DATE(S) OF MEASUREMENT:

- 10) Student Surveys – May 2008
- 11) Program Personnel – Program Resource Survey – May 2008
- 12) Faculty Evaluation SSR Questionnaire – May 2008

RESULTS AND ANALYSES:

Although it would appear that all students surveyed in 2008 rated the Physician input above the "cut score" of 3 on a 5 point Likert scale, we believe that there is opportunity for improvement.

The Medical Director conducts rounds and teaches a medical seminar class during students second year in the program. There is very little Medical Director contact during students first year in the program.

Students identified the medical director as a resource for dialogue and interaction between students and physicians. Student comments revealed inadequate support and/or uniform expectation for student/physician interaction in the clinical setting.

ACTION PLAN(S) AND FOLLOW UP:

What is to be done	Who is responsible	Due Date	Expected Result (quantifiable measures)
Implement more opportunities for student/Medical Director interaction during year 1 of program.	Program Director, Clinical Director, Medical Director	Fall 2008	Students receive more physician interaction during year 1 of program. ✓ Student/program personnel surveys
Increase physician presence by having clinical affiliate physicians address the students while in the classroom/clinical setting on various aspects of respiratory care.	Program faculty	Fall 2008	Increased physician/student interaction. ✓ Student surveys
Address inconsistencies in support and expectations of physician interaction at clinical sites. Increase student participation of respiratory care rounds at each clinical site.	Clinical Director	Fall 2008	Students receive more physician interaction. Clear expectations are identified. ✓ Student/program personnel surveys

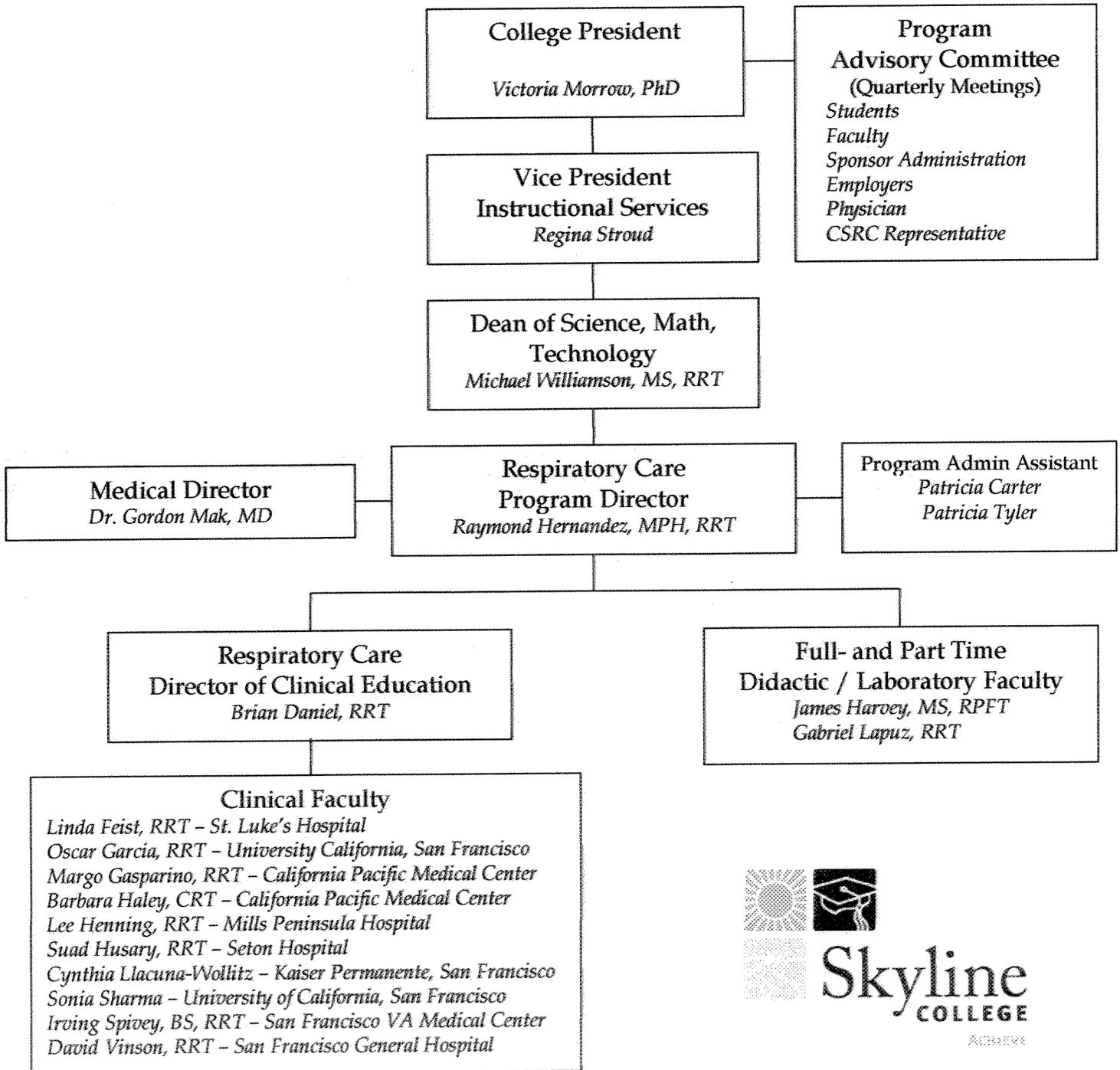
APPENDIX B – Program Organizational Chart

Insert organizational chart here.

Educational Institution Sponsor

Skyline College

Respiratory Care Program



2007/2008 Respiratory Therapy Program Community Advisory Committee

Name	Title	E-mail address	Facility	Phone	Fax
Raymond Hernandez	Respiratory Therapy Program Director	hernandezr@smccd.edu	Skyline College	650-738-4457	650-738-4299
Brian Daniel	Respiratory Therapy Clinical Director	danielb@smccd.edu	Skyline College	650-738-4180	650-738-4299
Gordon Mak MD	Medical Director Resp. Therapy Program	Gmak@co.sanmateo.ca.us	San Mateo County General Hospital – San Mateo	650-573-2167	650-573-2884
Mike Williamson	Dean – Science, Math, Technology	williamsonm@smccd.edu	Skyline College	650-738-4221	650-738-4299
Lee Guion RRT Committee Chair	Sr Respiratory Therapist	GuionL@sutterhealth.org	Forbes Norris ALS/MDA Research Center - CPMC	415-600-1266	415-673-9184
Shaina Bearman RRT	Supervisor Cardio Pulmonary Services	bearmas@sutterhealth.org	St. Luke's Hospital San Francisco	415-641-3369	415-641-3399
Monte Schachner RRT	RT Clinical Director	monteschachner@dochs.org	Seton Medical Center Daly City	650-991-6779	650-991-6610
Chris Comstock RRT	Director Respiratory Care Services	ComstoC@sutterhealth.org	Mills-Peninsula Hospital Burlingame	650-696-5537	650-696-5898
Sabra Weiss RRT	Director Respiratory Care Services	Swiss@sfghsom.ucsf.edu	San Francisco General Hospital	415-206-5736	415-206-5735
Brian Smith RRT	Manager Respiratory Care Services	Brian.L.Smith@ucsfmedctr.org	UCSF Medical Center San Francisco	415-353-1337	415-353-1342
Fil Mendoza	Manger Respiratory Care Services	Fil.mendoza@kp.org	Kaiser Permanente Medical Center – South San Francisco	650-742-2931	
Paul Roggero RRT	Director Respiratory Care Services	Paul.Roggero@kp.org	Kaiser Permanente Medical Center – San Francisco	415-833-3414	415-833-1661
Cynthia Lacuna-Wollitz RRT	Assistant Director Respiratory Care Services	Cynthia.Lacuna-Wollitz@kp.org	Kaiser Permanente Medical Center – San Francisco	(415) 833-5522	415-833-1661
Paige Kelly RRT	Director Respiratory Care Services	BrownPK@sutterhealth.org	California Pacific Medical Center – San Francisco		
Diane Janakes RRT	Assistant Director CardioPulmonary Services	JanakeD@sutterhealth.org	California Pacific Medical Center – San Francisco	415-923-3499	415-885-8679
Irving Spivey RCP	Director Dept of Respiratory Care	Irving.Spivey@med.va.gov or IrvingSpivey@hotmail.com	Veterans Affairs Medical Center – San Francisco	415-221-4810	415-750-2147
Terri Pena RRT	Director Respiratory Care Services	Terri.pena@chw.edu	Saint Francis Memorial Hospital	415-353-6985	415-353-6254
Wesley Toy	Respiratory Therapy Club President (07-08)	wmtoy@alum.calberkeley.org	Skyline College	(415) 640-4003	
Josephine Valdes	Respiratory Therapy Club Class President (08-09)	josephinemcvaldes@hotmail.com	Skyline College	(415) 601-4309	

Oscar Garcia	Part-time Faculty	oscar.garcia@ucsfmedcenter.org	UCSF	(510) 367-3461
Jim Harvey RRT	Part-time Faculty	ja_harvey@yahoo.com	Skyline College	(650) 723-1891
Lee Henning RRT	Part-time Faculty	leemh321@aol.com	Mills-Peninsula	(650) 355-5715
Suad Husary RRT	Part-time Faculty	suadhusary@comcast.net	Seton Hospital	(650) 303-0572
Linda Feist RRT	Part-time Faculty	almcorona@sbcglobal.net	St. Luke's Hospital	(650) 359-3142
Gabriel Lapuz RRT	Part-time Faculty		Seton Hospital	
Margo Rosenlund RRT	Part-time Faculty	rosenlm@sutterhealth.org	California Pacific Med Center	(415) 686-1590
David Vinson RRT	Part-time Faculty	dvinson@sfghsom.ucsf.edu	San Mateo General Hospital	(415) 206-8299

APPENDIX C – Curriculum Vitae and Job Descriptions

Insert CVs of Key Personnel (Program Director, Director of Clinical Education, and Medical Director) here.

Insert CVs of any additional paid full- or part-time respiratory care faculty here.

Insert job descriptions of Key Personnel here.

Skyline College Respiratory Therapy Program Program Director

Qualifications:

Possession of a Bachelor's degree plus four years of work experience in the field **AND** eligible for licensure with the California Respiratory Care Board **AND** registered with the National Board for Respiratory Care **OR**, the Equivalent.

The Respiratory Therapy Program Director (PD) should have a minimum of four (4) years experience as a Registered Respiratory Therapist, of which at least two (2) years should have been spent in clinical respiratory care and at least two (2) years in a teaching position in an accredited respiratory care program. Must also be an active member of the California Society for Respiratory Care and the American Association for Respiratory Care.

Duties and Responsibilities – Skyline College

The Respiratory Therapy Program Director (PD) assumes responsibility for all aspects of the program and reports to the Sciences/Mathematics/Technology Division Dean. The PD must be responsible for all aspects of the program including the organization, administration, continuous review, planning, development, and general effectiveness of the program. This individual will also assist with classroom/laboratory instruction, curriculum development and participate in faculty and professional activities; consult with students during regularly scheduled office hours; participate as a member of division, department and college committees; and perform other professional duties as required by contract, collective bargaining agreement and general institutional needs. Assignments may include evening classes and activities.

In addition the PD must also communicate effectively and constructively with persons of diverse cultures, language groups and abilities. They must also demonstrate sensitivity to and ability to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students, faculty, and staff, including those with disabilities.

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E-mail: hernandezr@smccd.net

Raymond Hernandez MPH, RRT, NPS

Biography Summary

Since 1986, I have focused my energy and passion in the health care arena. As a licensed Respiratory Care Practitioner, my efforts have centered on those with issues related to lung health; specifically with populations prenatal to 18 years of age. My focus has since shifted to the academic setting where I direct the Respiratory Therapy Program at Skyline College in San Bruno, Ca. Through my position, I am able to bring academic and community resources together to effectively educate diverse student populations who will ultimately work in all communities throughout the Bay Area.

Experience

2003-present Skyline College San Bruno , CA

Director, Respiratory Therapy Program

Instruct students in all modalities of respiratory therapy. Responsible for maintaining all aspects of the program, including the organization, administration, continuous review, planning, development, and general effectiveness of the program.

College Professional Activities:

Academic Senate President	2008-2009
Academic Senate Vice President	2005-2007
College Accreditation Self Study Co-Chair	2005-2007
Curriculum Committee Chair	2003-2005

1997-2003 Skyline College San Bruno , CA

Clinical Coordinator, Respiratory Therapy Program

Instruct students in all modalities of respiratory therapy. Coordinate and monitor students during clinical rotations. Facilitate and maintain communication between clinical hospital affiliates and respiratory therapy program.

1995-1997 St. Luke's Hospital San Francisco, CA

Neonatal Intensive Care Respiratory Therapy Coordinator

Coordinate respiratory care for level II NICU. Provide education and orientation to staff. Implement and revise policies/ procedures. Participate in administrative decision making.

1989-1996 California Pacific Medical Center San Francisco, CA

Clinical Respiratory Therapist/Clinical Educator

Deliver clinical care for respiratory patients. Provide education and orientation to multidisciplinary staff and students during clinical rotations. Implement and revise policies/procedures. Organize and implement various programs pertaining to respiratory care. Management and quality control of laboratory equipment

1988-1989 Clinical Respiratory Therapist Oakland, CA

Clinical Respiratory Therapist

Provide all aspects of respiratory care neonatal and pediatric patients to include ventilator care, assessment of respiratory status, and treatment. Participated in high frequency ventilation modality study gathering clinical data.

1986-1988 Clinical Respiratory Therapist Fresno, CA

Clinical Respiratory Therapist

Provide all aspects of respiratory neonatal and pediatric care including ventilator therapy, respiratory status assessment and treatment.

Education

May 2008 San Francisco State University San Francisco, CA
Masters Public Health

March 2003 St. Mary's College Moraga, CA
B.A., Health Services Administration.

May 1986 Fresno City College Fresno, CA
A.S., Respiratory Therapy, Registered Respiratory Therapist

License/Certificates

1986 Registered Respiratory Therapist
1991 Perinatal Pediatric Respiratory Care Certification
2008 CPR Health Care Provider

**Organizations
Memberships**

1999-2003 American Lung Association, San Mateo
Program Committee Community Representative

1997-present California Society for Respiratory Care , Associate Member
Past Chair Education Committee
Past President – Greater Bay Area Region
Awarded CSRC President's Award 2006
Coordinated CSRC Ethics and Law online and live course

1995-present American Association for Respiratory Care
Associate Member

Other

Spanish - Fluent in verbal skills, competent in reading and writing

Computer skills – proficient with typing and use of Microsoft office applications

Skyline College Respiratory Therapy Program Director Clinical Education

Qualifications:

Possession of a Bachelor's degree plus two years of work experience in the field **AND** eligible for licensure with the California Respiratory Care Board **AND** registered with the National Board for Respiratory Care **OR**, the Equivalent.

The Respiratory Therapy Director of Clinical Education (DCE) should have a minimum of four (4) years experience as a Registered Respiratory Therapist, of which at least two (2) years should have been spent in clinical respiratory care and at least two (2) years in a teaching position in an accredited respiratory care program. Must also be an active member of the California Society for Respiratory Care and the American Association for Respiratory Care.

Duties and Responsibilities – Skyline College

The DCE assumes responsibility for the clinical phase of the program under the direction of the Sciences/Mathematics/Technology Division Dean and Respiratory Therapy Program Director. The DCE is responsible for organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the respiratory care program including communication with clinical sites, preceptors, and hospital administrators. This individual will also assist with classroom/laboratory instruction, curriculum development and participate in faculty and professional activities; consult with students during regularly scheduled office hours; participate as a member of division, department and college committees; and perform other professional duties as required by contract, collective bargaining agreement and general institutional needs. Assignments may include evening classes and activities.

In addition the DCE must also communicate effectively and constructively with persons of diverse cultures, language groups and abilities. They must also demonstrate sensitivity to and ability to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students, faculty, and staff, including those with disabilities.

CURRICULUM VITAE

Brian M. Daniel, RCP, RRT

Director, Clinical Education
Respiratory Therapy Program
Skyline College

ADDRESS

3300 College Drive
San Bruno, CA. 94066

TELEPHONE

(650) 738-4299

FAX

(650) 738-4299

E-MAIL

danielb@smccd.edu

EDUCATION

General studies (including sciences)
Loma Linda University, Loma Linda, CA. 1984

Skyline College Respiratory Therapy Program
San Bruno, CA
Certificate of Completion and
Associate of Science degree 1986

LICENSURE

California (11257) 1986
National (44689) 1992

POSITIONS HELD

University of California,
San Francisco

Clinical Specialist, (Adult Respiratory Care)
Respiratory Care Service 2004-

Assistant Clinical Professor
Division of Physiological Nursing
School of Nursing 1999-

Clinical Research Coordinator
Cardiovascular Research Institute 1996-

Clinical Coordinator (Adult care)
Respiratory Care Service 1992-2004

Staff Respiratory Care Practitioner 1986-92

Air Ambulance (now Aeromedical)	Flight Respiratory Care Practitioner	1993-99
Skyline College	Director, Clinical Education	2004-
	Respiratory Therapy Instructor/ Director, Clinical Education (Interim)	2002- 2004
	Clinical Instructor (Respiratory Therapy Program)	1990- 2002

PROFESSIONAL ACTIVITIES

Professional Societies

State: California Society for Respiratory Care
California Thoracic Society

National: National Board for Respiratory Care
American Association for Respiratory Care

Honors and Award:	University of California's, Chancellor's Diversity Award	2002
	"NHLBI Outstanding Contribution to the Study of Respiratory Management in Acute Lung Injury and Acute Respiratory Distress Syndrome"	2000
	American Association for Respiratory Care's "Best Original Investigation Award"	1998
	UCSF Stanford Nursing Department's " Colleague of the Year	1998
	University of California, San Francisco "Outstanding Performance Award"	1997
	2 nd place team- California "Sputum Bowl"	1995

Skyline College Respiratory Therapy Program Medical Director

Qualifications:

The Medical Director must be a Board Certified/eligible, licensed physician, with recognized qualifications, by training and/or experience, in the management of respiratory disease and in respiratory care practices.

Duties and Responsibilities – Skyline College

The Respiratory Therapy Program Medical Director (MD) works collaboratively with the Program Director and Director of Clinical Education to provide the input necessary to ensure that the medical components of the curriculum, both didactic and supervised clinical practice, meet current standards of medical practice. The MD will also assist with classroom and clinical instruction in the training of Respiratory Therapists and will be an active member of the program advisory committee.

In addition the MD must also communicate effectively and constructively with persons of diverse cultures, language groups and abilities. They must also demonstrate sensitivity to and ability to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students, faculty, and staff, including those with disabilities.

Gordon K Mak, MD, FACP, FCCP

222 West 39th Ave
San Mateo, CA 94403
(650)-573-2167
gmak@co.sanmateo.ca.us

EDUCATION

- Aug 91 - June 95* University of California, Los Angeles, Los Angeles, CA, M.D.
- Sep 88 - June 91* University of California, Irvine, Irvine, CA, B.S.
Degree in Electrical and Computer Engineering, Magna Cum Laude
- Sep 81 - Jun 88* Diocesan Boys' School, Hong Kong SAR, China

RESIDENCY AND FELLOWSHIP TRAINING

- July 99 - June 02* Stanford University, Stanford, Fellowship in Pulmonary and Critical Care Medicine
- July 98 - June 99* Kaiser Foundation Hospital, Oakland, Chief Resident in Internal Medicine
- July 96 - June 98* Kaiser Foundation Hospital, Oakland, Residency in Internal Medicine
- July 95 - June 96* Kaiser Foundation Hospital, Oakland, Internship in Internal Medicine

CERTIFICATION

- Dec 02* Board Certified in Critical Care Medicine, American Board of Internal Medicine
- Dec 01* Board Certified in Pulmonary Medicine, American Board of Internal Medicine
- Dec 98* Board Certified in Internal Medicine, American Board of Internal Medicine
- Dec 95* United States Medical Licensing Examination, Step III
- Sept 94* United States Medical Licensing Examination, Step II
- June 93* United States Medical Licensing Examination, Step I

HONORS

- Apr 07* Elected to Fellow Status, American College of Physician
- Nov 04* Elected to Fellow Status, American College of Chest Physician
- Nov 01* American College Chest Physician 8th Fellows Conference participant
- May 01* Aventis ATS Pulmonary Fellow Scholarship recipient
- Oct 00* Travel Award, American Lung Association, California Chapter
- June 95* Dean Scholar, UCLA School of Medicine
- June 95* Merck Book Award, UCLA School of Medicine
- Jan 94 - May 95* UCLA School of Medicine - Medical Student Thesis Program
- May 92 - Aug 92* UCLA School of Medicine - Short Term Training Program
- June 91* Graduate Magna Cum Laude, University of California, Irvine
- June 90* Phi Beta Kappa, UCI
- Jan 90* Tau Beta Pi, UCI
- Jan 90* Eta Kappa Nu, UCI
- Mar 90* Golden Key National Honor Society, UCI

PROFESSIONAL EXPERIENCE

- Jun 03 - present* *Medical Director, ICU, San Mateo Medical Center, County system of Health Care, San Mateo, California*
- Jan 03 - present* *Adjunct Clinical Instructor, Division of Pulmonary and Critical Care Medicine, Department of Medicine, Stanford University*

Jul 02 - present Voluntary Clinical Faculty, Division of Pulmonary and Critical Care Medicine, Department of Medicine, Veterans Affairs Palo Alto Health Care system
Jul 02 - present Staff physician, Pulmonary & Critical care Medicine, San Mateo Medical Center, County system of Health Care, San Mateo, California
Jan 04 - present Physician Advisor, San Mateo Medical Center, County system of Health Care, San Mateo, California

HOSPITAL COMMITTEES

Jan 03 - present Chair, Critical Care Committee, San Mateo Medical Center, County system of Health Care, San Mateo, California
Oct 05 - present Interim Chair, Pharmacy & Therapeutics Committee, San Mateo Medical Center, County system of Health Care, San Mateo, California
Jan 03 - Oct 05 Member, Pharmacy & Therapeutics Committee, San Mateo Medical Center, County system of Health Care, San Mateo, California
Jun 03 - present Member, CME Committee, San Mateo Medical Center, County system of Health Care, San Mateo, California,

COMMUNITY LEADERSHIP

SEP 03 - present Medical Director, Skyline College Respiratory Therapy Program, Skyline College, San Bruno, California

RESEARCH EXPERIENCE

Jun 01 - Jun 02 The acute effects of incense smoke inhalation: an experimental human exposure model with Ware Kushner, M.D., Division of Pulmonary and Critical Care Medicine, Veterans Affairs Palo Alto Health Care system, Stanford University
Jun 01 - Mar 03 Lung transplantaion mortality in Cystic Fibrosis with Noreen Henig, M.D., Division of Pulmonary and Critical Care Medicine, Stanford University
May 01 - Sep 02 Transbronchial Needle Aspiration and Positron Emission Tomography in diagnosis of lung cancer with Priscilla Sarinas, M.D., Division of Pulmonary and Critical Care Medicine, Veterans Affairs Palo Alto Health Care system, Stanford University
Mar 01 - Jun 02 A Randomized, 24-week, Double-blind, Placebo-controlled, Parallel-group Study to Evaluate the Efficacy, Safety and Tolerability of Ariflo in patients with chronic obstructive pulmonary disease, Sub-PI, Veterans Affairs Palo Alto Health Care system, Stanford University, associated with Glaxo-SmithKline, Philadelphia, USA
Mar 01 - Jun 02 Venticute for the Treatment of Acute Respiratory Distress Syndrome (ARDS), Sub-PI, Veterans Affairs Palo Alto Health Care system, Stanford University, associated with Byk Gulden, Germany
Oct 99 - May 00 Venticute for the Treatment of Acute Respiratory Distress Syndrome (ARDS), Sub-PI, Veterans Affairs Palo Alto Health Care system, Stanford University, associated with Byk Gulden, Germany
Oct 99 - Dec 99 Occupational exposures and obstructive lung disease with Ware Kushner, M.D., Division of Pulmonary and Critical Care Medicine, Veterans Affairs Palo Alto Health Care system, Stanford University
Sep 97 - Jun 99 The Bronchoprotective Effects of β -agonist Inhalation in African-American and European-American Asthmatics with Ananse C. Taharka, M.D., Kaiser Foundation Research Institute
Jan 94 - Jun 98 Investigation of Bayesian Clinical Trials Design with Roger J. Lewis, M.D., Ph.D., Department of Emergency Medicine, Harbor-UCLA Medical Center
May 92 - Aug 92 Investigation of Future of Ti-Al₆-V₄ vs. Ultra High Molecular Weight Polyethylene (UHMWPE) Bearing Combination in Total Joint Replacement with Michael Kabo, Ph.D., Department of Orthopedics, School of Medicine, UCLA

Mar 90 - Jun 91

Investigation of Self-organizing Associative Memory (SAM) in Neural Networks with Kevin Tsai, Ph.D., Department of Electrical and Computer Engineering, School of Engineering, UCI

PRESENTATIONS AND PUBLICATIONS

Jun 05

Chen TM, Donington J, Mak G, Berry GJ, Ruoss SJ, Rosen GD, Upadhyay D. Recurrence of pulmonary intravascular bronchoalveolar tumor with mediastinal metastasis 20 years later, *Respir Med.* 2005 Jun 27,

Oct 04

Chen TM, Donington J, Mak G, Ruoss S, Upadhyay D. Recurrence of Pulmonary Intravascular Bronchoalveolar Tumor with Mediastinal Metastasis 20 Years Later. *Chest Meeting Abstracts*, Oct 2004; 126: 961S

Oct 04

Mak GK, Chikara RK, Seagall GM, Sarinas PS. Transbronchial Needle Aspiration and Positron Emission Tomography in the Diagnosis of Lung Cancer. *Journal of Bronchology* 2004, 4:237-241

Feb 03

Nguyen DA, Mak,GK, Sarinas PS, Chitkara RK. Bronchoscopic Clinic: The case of nonresolving pneumonia and hemoptysis. *Journal of Respiratory Disease* 2003, 24(3):119-121

Dec 02

Asthma Treatments, Invited talk, Grand Round, San Mateo Medical Center, San Mateo, California.

May 02

Outcome of patients five years after Positron Emission Tomography, Poster Presentation at ATS Conference, May 2002

Nov 01

Transbronchial needle aspiration and positron emission tomography in the diagnosis of lung cancer, Slide Presentation at ACCP Chest Conference, Nov 2001

Sep 01

Mak GK, Gould MK, Kuschner WG. Occupational inhalant exposure and respiratory disorders among never-smokers referred to a hospital pulmonary function laboratory. *American Journal of Medical Sciences* 2001 Sep;322(3):121-6

Aug 01

Mak GK, Henig NR. Sinus Disease in Cystic Fibrosis. *Clin Rev Allergy Immunol* 2001, Aug;21(1):51-63

Jul 01

Mak GK, Chan JC, Bell SW, Chitkara RK, Sarinas PS. Endobronchial polypoid tumor. *Journal of Bronchology* 2001;8(3):209-210.

May 01

Mak GK, Sarinas PS, Kuschner WG, Chitkara RK. The case of burping man. *Journal of Respiratory Disease* 2001;22(5):323-325.

May 01

Glycemic control and utility of Positron Emission Tomography study of lung cancer, Poster Presentation at ATS Conference, May 2001

Oct 00

Occupational inhalant exposure and respiratory disorders among never-smokers referred to a hospital pulmonary function laboratory, Poster Presentation at ACCP Chest Conference, Oct 2000

Jun 95

Investigation of Bayesian Clinical Trials Design, Poster Presentation at Annual Solomon Scholars Resident Research Program at UCLA

May 95

Mak GK, Lewis RJ. Improved Bayesian Clinical Trial Design Using a New Computational Method. Abstract presented at the 1995 Annual Meeting of the Society for Academic Emergency Medicine. *Academic Emergency Medicine* 1995;2:398-399.

May 95

Lewis RJ, Mak GK, Berry DA. An Optimal Bayesian Decision-Theoretic Group Sequential Clinical Trial Design Determined Using Gibbs Sampling. Abstract presented at the 1995 Joint Statistical Meetings in Orlando, Florida.

OTHER WORKING EXPERIENCE

Jun 90 - Sep 90

System Test Engineer, Digital Communication Division, Rockwell International Summer Internship Program

Mar 90 - Jun 91

Grader, Department of Mathematics, UCI

Jan 99 - Jun 99
Jul 97 - Jun 99

Aug 94 - Jun 95
Aug 93 - Jun 94
Apr 93 - Apr 94

Aug 93 - Jun 95
Aug 92 - Aug 93
Aug 92 - Dec 92
Mar 92 - May 92
Aug 91 - Jun 95

Jan 90 - Jun 91

Apr 93
June 92 - Sep 92
Apr 92
Jan 92 - May 92
Mar 91

Apr 90 - Apr 91
Apr 90 - Apr 91
Sept 90 - Feb 91

Dec 99 - present
Sep 99 - present
Jun 95 - present

OTHER PROFESSIONAL EXPERIENCE

Volunteer Physician, Lifelong Clinic, Alta Bates Hospital, Berkeley
Resident Representative, Critical Care and Respiratory Care Committee, Kaiser Oakland Medical Center
Chairman, Medical Student Council, School of Medicine, UCLA
Class of 1995 representative, Medical Student Council, School of Medicine, UCLA
Editor, Computer in Medicine Task Force, American Medical Student Association, National
Class of 1995 representative, Student Computing Committee, School of Medicine, UCLA
Co-president, American Medical Student Association, School of Medicine, UCLA Chapter
Interim president, Asian Student Medical Association, School of Medicine, UCLA
UCLA School of Medicine representative, Mardi Gras, UCLA
Coordinator, Fundraisers, Class of 1995, School of Medicine, UCLA

TEACHING EXPERIENCE

Chemistry Tutor, Department of Chemistry, UCI

OTHER EXPERIENCE

Chairman, Election Committee, Hong Kong Student Union, UCLA
Student Advisor, International Student Services, UCLA
Committee member, Election committee, Hong Kong Student Union, UCLA
Coordinator assistant, Hong Kong Festival, Hong Kong Student Union, UCLA
Committee member, Engineering Week Knowledge Tournament, School of Engineering, UCI
Cataloguer, Tau Beta Pi, UCI chapter
Bridge Correspondent, Eta Kappa Nu, UCI chapter
Treasurer, Chinese Pre-Health Student Association, UCI

PROFESSIONAL MEMBERSHIP

Member of American Thoracic Society
Fellow of American College of Chest Physician
Member of American College of Physician

OTHER SKILLS

Fluent and literate in Chinese Languages
Familiar with computer programming, software applications, and PC hardware maintenance

OUTSIDE INTEREST

Computers, violin, model building, traveling

Skyline College Respiratory Therapy Program

Part Time Faculty

Linda D. Feist

866 Corona Dr.
Pacifica, Calif.
650-359-3142
almcorona@cs.com

QUALIFICATIONS:

I have worked as a clinical instructor for Skyline college for many years and hope to continue in that capacity for years to come. I strive to help students become proficient in the skills needed to work in the hospital setting. It is crucial to help students master skills but also important to guide them in understanding the ethical perspectives of patient care.

EXPERIENCE:

1982- present

St. Lukes Hospital
San Francisco, Calif.
Respiratory Care Practitioner

Responsible for all aspects of respiratory care from critical care to sub acute care. This includes but is not limited to: Ventilator management, non invasive ventilation, nebulizer treatments, oxygen therapy and cardiopulmonary resuscitation.

2004- present

Kaiser Hospital
South San Francisco, Calif.
Respiratory Care Practitioner

Responsible for adult ventilator management, non invasive ventilation, nebulizer treatments, CPT, cardiopulmonary resuscitation and all aspects of respiratory care.

1996- present

Skyline College
San Bruno, Calif.
Clinical Instructor

Instruct students in basics of preparing respiratory equipment, establishing patient rapport, delivering proper therapy and coordinating patient care with the health care team. With second year students, I help acquaint them with therapies in the ICU such as; ventilators, BIPAPs, aerosol, oxygen therapy and nebulized treatments. Working closely with patients and families in a critical care setting is also one of the challenges of the clinical experience.

EDUCATION:

1972-1975

Skyline College, San Bruno, Calif.
Associates of Arts Degree, Respiratory Therapy

2001-2002

City College of San Francisco, San Francisco, Calif.
Cardiovascular Technician Program

ACHIEVEMENTS:

2007 Preceptor of the Year award, Skyline College
2002 Certified CVT/ Echocardiography Technician
1982 Registered Respiratory Therapist

**MEMBERSHIPS AND
LICENSES:**

Membership in California Society for Respiratory Care
Membership in American Association for Respiratory Care
Licensed Respiratory Care Practitioner, RCBC, # 5502

OSCAR D. GARCIA LARA
427 Dohrmann Lane
Pinole, CA 94564
Phone: 510-741-1519
E-mail: GGguys3@sbcglobal.net

Biography Summary: An Experienced Respiratory Care Practitioner since 1989, with extensive knowledge and clinical skills at bedside especially with Adult Population. I have experience as a clinical research assistant coordinator in the studies of ARDS, VAP, and Pseudomonas Aeruginosa.

Employment History:

2007 – Present Clinical Respiratory Therapist/Clinical Instructor, Skyline College

Provide orientation and education to First and Second Year students during their clinical rotations in the Adult area ICU's, Emergency Department and floors. Coordinate and monitor students with Clinical practices. Establish and maintain communication between Respiratory staff, students and Director of Respiratory Therapy Program at Skyline College.

2007-2008 Part time Respiratory Therapist, David Elliott and Betty Shaw, San Francisco, CA

Took care of a chronic ventilated patient in a private setting.

2006 -2008 Consultant Respiratory Therapist, BIO-MEDICAL INSTRUMENTS, INC.

Instructed Respiratory Therapists and students in the Bay Area, Fresno and Los Angeles, California on the use of a new technique: Mini-BAL (Mini-BronchoAlveolar lavage) as a tool to diagnose Ventilator acquired Pneumonia (VAP) in intubated and patients with tracheostomy.

2003 – Present RRT II, Clinical Coordinator and Team Leader, UCSF Medical Center San Francisco, CA

Deliver clinical care for patients with respiratory problems in ED, ICU and Floors. Provide education and orientation to new staff, and Nurses as well. Charge therapist on day shift. Implement and revise policies/procedures. Evaluation of new Respiratory equipment. Member of The Rapid Response team.

1999 – Present Clinical Research Assistant Coordinator, UCSF Medical Center San Francisco, CA

Search and screen patients in ICU's with ARDS and/or VAP. Enroll patients; assist Primary Investigator, and family of patient being enroll. Coordinating with Nurses and Respiratory staff about details of ongoing study.

Research Participation:

- Loss of bacterial diversity during antibiotic treatment of intubated patients colonized with Pseudomonas aeruginosa. J Clin Microbiol. 2007 Jun;45(6):1954-62. Epub 2007 Apr 4.

- Increased plasminogen activator inhibitor-1 concentrations in bronchoalveolar lavage fluids are associated with increased mortality in a cohort of patients with *Pseudomonas aeruginosa*. *Anesthesiology*. 2007 Feb;106(2):252-61.
- Accuracy of physiologic dead space measurements in patients with acute respiratory distress syndrome using volumetric capnography: comparison with the metabolic monitor method. *Respir Care*. 2005 Apr;50(4):462-7.
- Low tidal volume study.....*New England Journal of Medicine*, May 4, 2000
- Alveoli study.....*New England Journal of Medicine*, July 22, 2004
- Factt study.....*New England Journal of Medicine*, May 25, 2006

Education:

1978-1984 Medical Degree Universidad Autónoma Benito Juárez de Oaxaca, México.

License:

1991 Registered Respiratory Therapist
 May 1989 Respiratory Care Practitioner, Skyline College, San Bruno California

Organizations/Memberships:

1990-present California Society for Respiratory Care, Associate member.
 2000-present American Association for Respiratory Care, Associate member.

Other: Fluent English and Spanish

Awards:

June 2006 Skyline College, Respiratory Program **Preceptor Award**

Suad Husary, BS, RRT, NPS
422 Collis Street
Brentwood, CA 94513

925-308-7428

suadhusary@comcast.net

SUMMARY

Respiratory Care Practitioner with 12 years experience in the health care industry. Worked in all areas including, Intensive care unit, sub acute, Emergency Department, nursery, acute floors assisting in bronchoscopy, and responsibilities of the charge therapist. In addition work with Skyline College as a clinical instructor for the first and second year students.

- Registered Respiratory Therapist
- Neonatal Pediatric Specialist

PROFESSIONAL EXPERIENCE

Seton Medical Center, Daly City, CA

1996-Present

RCP3 Seton Medical Center (2007-present)

- Coordinate and conduct the orientations for the new staff at Seton Medical Center, Seton Coast Side, Skyline students, and travelers.
- Coordinate and conduct the annual check off competencies.
- Coordinate the in-services and education for the staff.
- Participate in the Rapid response committee
- Participate in the patient care committee to address staffing level and work load
- Active in initiating a career ladder in the Respiratory Department by introducing RCP 3 position

Clinical Instructor Skyline College (San Bruno) (1999- present)

- Trained respiratory therapist students, and prepare them for the clinical rotations in the hospital.
- Oversee student clinical experience and liaison between Seton and program faculty

California Pacific Medical Center (1998 – 1999)

- In lieu of benefited position, which allowed building pediatric experience.

RCP2 Seton Medical Center (Daly City) (1997 – 2007)

- Worked with the American lung Association by participating in the open air way classes in the elementary schools.
- Assisted in bronchoscopy
- In charge (making the assessment, staffing resolving problems, counting the work unit).

RCP1 Seton Medical center (Daly City) (1996-1997)

- Worked efficiently and productively, resulted in continuous promotions to RCP3.
- Built knowledge in critical care unit, and sub acute unit.

EDUCATION

BS in Biochemistry (1982-1986) Bier-Zeit University

AS in Respiratory Therapy (1993-1996) SkyLine College

Associate member - California Society for Respiratory Care and American Association for Respiratory Care

Lee Michel-Henning
450 Carmel Ave.
Pacifica, CA 94044
Phone: 650-355-5715
E-mail: leemh321@aol.com

A registered respiratory therapist with 25 years of experience in the field, including Intensive-Care, Pediatric, Nursery, Floor-therapy, and Emergency-room therapy. I have recently been trained to assist with bronchoscopies, also. Because I am an articulate person with strong communication skills, I was recommended by my predecessor to be the clinical preceptor at Mills-Peninsula Hospital, for the students from Skyline College's Respiratory Therapy Program. Because I have enjoyed learning new aspects of the field, as well as renewing skills as required to keep my license current, I have welcomed taking on this new challenge in the last few months.

Professional Experience:

Staff Respiratory Therapist: Feb. 2001-Present
Charge-therapist, ICU, Floor therapy, Nursery, ER, Pediatrics
Bronchoscopy-assistant, Clinical Preceptor for Skyline College
Mills-Peninsula Hospital, Burlingame, CA

Staff RRT with Perdiem Registry 1998-2000
Temporary work at O'Connor Hosp., San Jose, El Camino Hosp., Mt. View, VA Hosp., San Francisco, Mills-Peninsula, Burlingame, CA.

Staff Respiratory Therapist: Aug. 1988-1998
ICU, Charge/Shift supervisor, Floor therapy, ER, Nursery, Pediatrics
EKG-tech during PM hours
Dominican Hospital, Santa Cruz, CA

Staff Respiratory Therapist Aug. 1983-1988
ICU, Floor therapy, ER, Nsy, Pediatrics

Education:

June 1983
A.S. degree, with Honors, Respiratory Therapy Program
Foothill Community College, Los Altos, CA

CYNTHIA LLACUNA-WOLLITZ, BA,RRT

213 Marvilla Circle
Pacifica, CA 94044
(650) 359-5271

OBJECTIVE

To obtain a management position in a dynamic and challenging healthcare environment.

SUMMARY OF QUALIFICATIONS

Highly motivated and caring healthcare professional with extensive experience in providing quality customer service. Proven track record as a successful leader in a Respiratory Care Services Department as well as management of Human Resources functions for a major financial institution.

EMPLOYMENT HISTORY

KAISER PERMANENTE - San Francisco Medical Center

September 1991 to present

Assistant Manager, Respiratory Care Services

April 2007 to present

As the assistant to the Department Manager serves as an effective leader to ensure the smooth operations of the Respiratory Care Services Department. Developed, implemented and evaluated standards of practice to provide quality service to members. Handled staff and labor relations issues. Effective in facilitating intra and inter-departmental communications with physicians, nurses, and other members of the healthcare team. Accomplishments include:

- Chair for the Tracheostomy Project for the Respiratory Care Managers Peer Group
- Instrumental in the development of Model of Care Training for Medical Surgical units. Educated over 90 nurses on ventilator and tracheostomy management.
- Developed and implemented plan to roll out the revised Respiratory Therapy Protocols.
- Successful in enhancing relationships with college affiliate and students. This resulted in the highest marks from students for Kaiser – SF Respiratory Department compared to other clinical sites. Significant cost savings resulted from effective recruitment.
- Educated staff in the preparation for a successful Joint Commission Survey

Supervising Respiratory Care Practitioner

June 2003 to April 2007

Provided quality respiratory care service to members and served as a resource to Respiratory Care Practitioners in handling complex clinical and technical issues. Handled daily issues to ensure adequate staffing levels were met. Served as the Clinical Coordinator for Skyline College Respiratory Therapy Program. Educated nurses and precepted new hires and students to all clinical areas of the Medical Center.

Accomplishments included:

- Awarded **Preceptor of the Year Award** in 2006 by Skyline College Respiratory Therapy Students
- Developed Respiratory Therapy Student and New Hire Orientation Handbooks
- Assisted in the design of the Ventilator Workshop

- Represented Kaiser – San Francisco in the validation-design-build sessions for Health Connect
- Developed the Multidisciplinary Care Plan Form for Respiratory. Design/use adopted by Adult Care Services for San Francisco Medical Center.
- Participated in Labor Management Partnership Projects: ETC02, Tracheostomy, Information Technology
- Served on the committee to revise Kaiser's Respiratory Therapist Driven Protocols

KAISER PERMANENTE – San Francisco Medical Center
Registered Respiratory Care Practitioner

September 1991 to June 2003

Provided excellent respiratory care to chronically and critically ill patients. Specific responsibilities included: patient assessment, adult and pediatric ICU, and Level III neonatal ICN; ventilator and airway management; pulmonary function tests; patient education; and pulmonary volume expansion, aerosol, bronchodilator, ARDS, and ventilator weaning protocols. Served as a consultant to members of the healthcare team regarding respiratory care issues.

SEQUOIA HOSPITAL/Catholic Healthcare West, Redwood City, CA
Registered Respiratory Care Practitioner

July 1997 to April 2001

Responsible for providing respiratory care services to adult patients. Competent in all areas of respiratory therapy to include: care for critically ill and sub acute care patients, ventilator management, general floor therapy, patient education; and coordination and ordering of durable medical equipment. Performed Lead Therapist duties.

CITICORP NORTH AMERICA, INC., San Francisco, CA
Human Resources Manager

1984- 1988

Responsible for the management of human resources functions in the areas of staffing and recruitment, staff relations, outplacement counseling, EEO/Affirmative Action, benefits, compensation, and training. Provided counseling to staff using creative problem resolution approach. Managed difficult morale situations caused by downsizing of the business.

CITICORP SAVINGS, Oakland, CA
Regional Personnel Officer

1978-1984

EDUCATION

FOOTHILL COLLEGE, Los Altos Hills, CA
Associate of Science Degree in Respiratory Therapy, 1991 (Graduated with Honors)

UNIVERSITY OF CALIFORNIA, BERKELEY
Bachelor of Arts Degree in Psychology, 1980

CREDENTIALS

Registered Respiratory Therapist (RRT), Neonatal Resuscitation Program Certified (NRP), BLS

Excellent references available upon request.

Margaret Rosenlund RCP, RRT

Contact Information

Margaret Rosenlund
P.O. Box 351
Stinson Beach, Ca 94970
Phone: 415-868-2330
Cell: 415-686-1590
Email: surfnmargo@hotmail.com
Work: rosenlm@sutterhealth.org

Experience

2005 – Present California Pacific Medical Center San Francisco, Ca

Adult Clinical Coordinator of Respiratory Care Services

Resource coordinator for respiratory therapy involving all aspects of adult care, focusing on but not limited to critical care. Responsible for maintaining all aspects of respiratory therapy, including education, in-servicing, research, teaching, orientations, policy/procedure implementation, review and updating, member of several multidisciplinary committees, lead therapist in charge of staff while working patient care, facilitating communication between medical doctors and staff therapists, educating multidisciplinary staff to respiratory therapy modalities, implementing programs pertaining to respiratory therapy, participating in administrative decision making and being the on-site clinical instructor for respiratory therapy students.

Clinical Coordinator for Respiratory Therapy Program

Responsible for instructing students in all modalities of respiratory therapy during clinical rotations in the hospital. Coordinate, monitor, evaluate and precept students during their clinical rotations.

1990 – 2005 California Pacific Medical Center San Francisco, Ca

Clinical Respiratory Therapist

Deliver clinical care for respiratory patients in the adult, pediatric and neonatal setting. Duties also included taking the charge therapist which involved being a resource educator for staff, facilitating multidisciplinary communication and attending to staffing issues.

1987 – 1990 University Medical Center Las Vegas, Nv

Clinical Respiratory Therapist/Shift Supervisor

Deliver clinical care to respiratory patients. Supervising staff during PM shift.

Education

1985 – 1987 Clark County Community College Las Vegas, Nv

A.S., Respiratory Therapy Program, Registered Respiratory Therapist

1983 – 1985 University of Nevada, Las Vegas Las Vegas, Nv

Uncompleted Registered Nurse Program

License/Certificates

1988 Registered Respiratory Therapist

**Organizations
Memberships**

2004 – Present American Association for Respiratory Care
Associate Member

2005 – Present California Society for Respiratory Care
Associate Member

Sonia Sharma, RRT-NPS, CPFT

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Biography Information

I have practiced respiratory therapy since 1993, caring for neonatal, pediatric, and adult patients in the acute care setting.

Experience

1999-present University of California Medical Center, San Francisco , CA
**Adult Clinical Coordinator, Respiratory Care Service
Respiratory Therapist II**

Provide all aspects of respiratory care to neonatal, pediatric, and adult patients. Provide education and orientation to multidisciplinary staff and students during clinical rotations. Implement and revise policies/procedures. Coordinate clinical trials for Acute Lung Injury.

2008-present Skyline College San Bruno , CA
Clinical Instructor, Respiratory Therapy Program

Instruct and facilitate student clinical rotations at the University of California Medical Center.

1998-1999 Cross Country Travel Boca Raton, FL
Travel Respiratory Therapist

Worked as a clinical respiratory therapist for various hospitals providing care to patients of all ages.

1997-1998 Piedmont Jewelers Piedmont, VA

Retail Manager

Managed daily operations for small family-owned retail jewelry shop.

1997-1994 DeGraff Memorial Hospital Amherst, NY

Clinical Respiratory Therapist

Provided respiratory care to adult patients in the community hospital setting.

1994-1992 Jacobi Hospital Bronx, NY

Clinical Respiratory Therapist Trainee

Clinical Respiratory Therapist

Provide all aspects of respirator care to adult patients, including ventilator therapy, respiratory status assessment and treatment.

Under the guideline of protocols, independently treated asthma and COPD exacerbations in the ED.

Education

Dec 2008 pending State University of New York Buffalo, NY
B.A. English

Dec 1993 Borough of Manhattan Community College New York, NY
A.A.S. Respiratory Therapy Technology

License/Certificates

1993 Registered Respiratory Therapist
1995 Perinatal Pediatric Respiratory Care Certification
2001 Certified Pulmonary Function Technician
2006 ACLS, PALS
2008 CPR Health Care Provider

**Organizations
Memberships**

2006-present California Society for Respiratory Care , Associate Member
1993-present American Association for Respiratory Care,
Associate Member

Other

Computer skills – Microsoft Office applications



Respiratory Therapy Program Schedule

Class times may vary slightly from year to year

1st Year Fall Session

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		RPTH 400		RPTH 420	
8:30		Intro to RT		RT Anatomy	
9:00		Healthcare		Physiology	
9:30		Issues			
10:00				RPTH 410	
10:30		RPTH 420		Assessment	
11:00		RT Anatomy		of the	
11:30		Physiology		Respiratory	
12:00				Patient	
12:30					
13:00					
13:30					
14:00					
14:30					
15:00					
15:30					
16:00					
16:30					
17:00					Semester clinical hours 4

RPTH 484
Medical
Terminology
Online course

Note: Human Physiology must be completed no later than this semester.

Spring Session

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					RPTH 438 Clerkship Every other Friday (8 hours/day)
8:30					
9:00	RPTH 430 RT Basic Therapeutics		RPTH 430		
9:30			RT		
10:00			Basic		
10:30			Therapeutics		
11:00					
11:30					
12:00			RPTH 445		
12:30			RT		
13:00			Disease I		
13:30					
14:00					
14:30					
15:00					
15:30					
16:00					
16:30					
17:00				Semester clinical hours 56	

Note: Microbiology must be completed no later than this semester.

Summer Session

	Monday	Tuesday	Wednesday	Thursday	Friday
	RPTH 448	RPTH 448	RPTH 448	RPTH 448	RPTH 448
3 weeks following Spring Session			40 hours/week		
					Semester clinical hours 120



2nd Year

Fall Session
(First 8 weeks)

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00	RPTH 460 RT Intensive Care Lab 'A'		RPTH 460 RT Intensive Care Lab 'A'	RPTH 458 Clinical Clerkship 7 assigned days (8hours/day)		
8:30						
9:00						RPTH 460 RT Intensive Care
9:30						
10:00						
10:30						
11:00	RPTH 460 RT Intensive Care Lecture	RPTH 450 RT Disease II	RPTH 460 RT Intensive Care Lecture			
11:30						
12:00						
12:30						RPTH 450 RT Disease II
13:00	RPTH 460 RT Intensive Care Lab 'B'		RPTH 460 RT Intensive Care Lab 'B'			
13:30						
14:00						
14:30						
15:00						
15:30						
16:00	<i>Students to enroll in only one lab section RPTH 460</i>		<i>Students to enroll in only one lab section RPTH 460</i>			
16:30						
17:00					Semester clinical hours 56	

Fall Session (Second 8 weeks)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	RPTH 458 Debriefing	RPTH 458 Clinical Clerkship	RPTH 458 Clinical Clerkship	RPTH 458 Clinical Clerkship	RPTH 458 Clinical Clerkship
9:00					
10:00	RPTH 490 Neonatal/ Pediatric Respiratory Care				
11:00					
12:00					
13:00					
14:00		8-12 hours/day 32-36 hours/week			
15:00					
16:00					Semester clinical hours 256

Spring Session

	Monday	Tuesday	Wednesday	Thursday	Friday		
8:00	RPTH 488 Clinical Clerkship	RPTH 488 Clinical Clerkship					
9:00				RPTH 495 CRT/RRT Review	RPTH 480 Diagnostics/Outpatient		
10:00							
11:00							
12:00			8 Hours	8 Hours	RPTH 690 Special Projects	RPTH 475 Hemodynamics	RPTH 485 Clinical Seminar
13:00							
14:00							
15:00							
16:00							
17:00							
18:00					Semester clinical hours 256		

Total Clinical Hours performed during program - 860

Post Spring Session

Internship

128 hours with approved preceptor/area. Approximately 3-4 weeks.

Graduation – Middle of June