

[Plans for Allied Health / Respiratory Care >>](#)

2018 - 2019 Allied Health / Respiratory Care CHC Instructional Annual Plan 2018-2019

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Name :

2018 - 2019 Allied Health / Respiratory Care CHC Instructional Annual Plan 2018-2019

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Planning Participants :

Michael Sheahan

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State By: Michael Sheahan

Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on their course outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

Updating this Question is Optional on the Annual Plan!

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: **Rubric Item (Mission Alignment):** The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

Our vision is to continue to maintain and meet high standards. We are excited to be in a new building and feel this is better serving our students.

Our mission is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRTs).

Upon completion of the Respiratory Care program the graduate will be a competent advanced level therapist, demonstrating professional behavior consistent with employer expectations, they will be able to comprehend, apply and evaluate clinical information relevant to their roles and

demonstrate the technological proficiency in all the skills necessary to fulfill their roles as advanced-level respiratory therapists.

The mission of Crafton Hills College is to advance the education and success of the students in a quality-learning environment. The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation. We believe our program fulfills the mission and vision of the college.

The Respiratory Care program has demonstrated that its mission, vision, and goals substantially align with and contribute to the college's mission, vision, and goals as specified in the CHC Educational Master Plan.

2. Description of Program

Updating this Question is **Optional** on the Annual Plan!

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item:** Describe how your curriculum is up-to-date and [Needs-Based](#). Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

e. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

a. Organization (including staffing and structure)

Roger Schuelt, M.D., Medical Director, Michael Sheahan MHA RRT Professor/Program Director/Faculty Co-Chair, Daniel Rojas III, B.S., RRT Director of Clinical Education/Faculty Co-Chair, Reynaldo V. Bell M.A. RRT Professor, Thomas Serrano, M.Ed. Associate Professor, and Department Secretary Paige Dulay-Vega. We use Registered Respiratory Therapists and Clinical Experts/Facilitators as Clinical Instructors as well as adjunct instructors when needed.

b. Our Mission and primary purpose.

The faculty members of the Crafton Hills College (CHC) Accredited Respiratory Care Program seek to provide the highest quality of respiratory care education available anywhere. In this mobile society where therapists are expected to travel to many sites to deliver healthcare, our students are expected to have well-developed skills and the ability to work in many different situations. Our mission is to provide qualified Respiratory Care Practitioners to the health care profession.

c. Who We Serve (including demographics)

We serve the community at large including all and potential facilities that employ our graduates. Our students come from a variety of backgrounds and many have English as a second language. Our student population includes single parents, post high school graduates, post college graduates, re-entry students as well as students seeking career changes.

d. Services we provide:

We prepare our students to specialize in treating patients who have cardiopulmonary problems by helping them to understand the process of planning, providing, directing, and evaluating patients as part of a team of healthcare providers. This cooperative team approach is meant to provide the best care possible to patients in our community.

Our graduates are eligible for all NBRC Respiratory Care exams including the Certified Respiratory Therapist (CRT) (Entry Level Exam), Registered Respiratory Therapist (RRT)

written and clinical simulation, Neonatal Pediatric Specialist (NPS), Certified and Registered Pulmonary Function Technologist exams (CPFT and RPFT).

e. How we provide them:

Crafton Hills College Respiratory Care Program is a four-semester Associate Degree program leading to a Registry Eligible Respiratory Therapist. Students go through a series of didactic, laboratory and clinical courses during the program to develop the skills of a Respiratory Care Practitioner (RCP). The requirements for the Associate Degree in Respiratory Care must be completed and posted before a student is eligible for credential and licensing. This will qualify the graduate to register for and take the Therapist Multiple Choice Exam (TMC) and Clinical Simulation Exam (CSE), both of which are required for credentialing and licensure.

Our students do clinical rotations to practice what they are learning in the following clinical sites: Arrowhead Regional Medical Center, Loma Linda University Medical Center, Jerry L. Pettis Memorial Veterans Medical Center, Riverside Community Hospital, Riverside University Health System, St. Bernardine Medical Center, Totally Kids Specialty Healthcare, San Geronio Memorial Hospital and Eisenhower Medical Center.

Our program uses the latest textbooks with instructor's online resources to assist in the delivery of the most up to date information. The program uses lecture, laboratory demonstration, PowerPoint, BlackBoard classroom management, competency based learning, and simulation labs to prepare our students for the field of respiratory care.

We designed our program to cover all respiratory care core courses in four semesters to enable us to be competitive with the proprietary schools in our area and to provide the most qualified graduates in California.

f. Rubric Item: Describe how your curriculum is up-to-date and Needs-Based

Our curriculum is up-to-date and demonstrably needs-based. Using student surveys and evaluations each semester, as well as facility surveys to determine necessary changes, our program stays current to provide the needs of the community.

We use the National Board for Respiratory Care (NBRC) Matrix evaluation reports on graduate performance on national examinations and the Committee of Accreditation of Respiratory Care Programs (CoARC) annual reports to drive curriculum changes. We are now share a Clinical Simulation Lab with Emergency Medical Services with the latest advanced cardiac life support manikins with computer interactions.

Our students start our program in August and graduate December of the following year. (See scheduling matrix)

3. External Factors with Significant Impact

Updating this Question is Optional on the Annual Plan!

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

a. Budgetary Constraints or Opportunities

Financial constraints of low student/instructor ratio requirements in clinical/lab and advanced

technology equipment makes our program expensive to run. Perkins Funds are available for only limited and specified support in programs. The state economy affects support for all programs and classes on campus but it also affects the hospital's hiring practices. Additionally, equipment and supplies are required on an on-going basis to ensure proper exposure and laboratory training.

b. Competition from other institutions.

There are now twelve other respiratory care programs within sixty miles of Crafton Hills College. This has caused increased competition for jobs.

c. Requirements of four-year institutions

Our program articulates well with Loma Linda University (BS in Respiratory Care), Cal State and UC systems.

d. Requirements imposed by regulations, policies, standards, and other mandates.

All respiratory care programs are governed by the Committee on the Accreditation of Respiratory Care (CoARC).

e. Job market

The Committee for the Accreditation of Respiratory Care (CoARC) requires us to report surveys from employers, graduating students, practicing graduates, faculty, members of our medical advisory board, and clinical instructors. Our program either meets or exceeds their threshold expectations for preparation to the work force.

The job growth in Respiratory Care is better than average and is expected to continue to grow. According to The Respiratory Care Workforce Study Practitioner Survey prepared by the Respiratory Care Board of California. 28% of therapists working in Respiratory Care in California indicated they will leave the profession in 5 years, which will increase the demand.

i) Requirements of prospective employers.

Modern medicine is rapidly changing and we must prepare our students not only for the current practices of Respiratory Care but also for future advancements in therapy and technologies. We are fortunate to have clinical affiliates that can expose our students to the many facets of Respiratory Care but we must increase the funding for facilitators in the clinical environment, current equipment and supplies, newer technology ventilators and simulation Intensive Care Units (ICU). We survey our medical advisory committee with representatives from the community and hospitals that employ our students to address their specific needs.

ii) Developments in the field (both current and future)

The NBRC and the California Respiratory Care Board (RCB) have changed entry level qualifications to require a minimum of an RRT credential for licensing, and are looking to the possibility of requiring a minimum degree of a Bachelors in the future. Therefore, need to be forward thinking and discuss potential change in our curriculum, beyond our normal continued changes to maintain current standards, to address new practices and testings methodologies. We are constantly reviewing current literature to stay abreast of the many changes respiratory therapy and modern medicine and we make curriculum changes accordingly.

4. Progress on Outcomes Assessment (Annual Question)

Updating this Question is Required on the Annual Plan!

Refer to the [SLO Cloud](#) to evaluate the results from your course level Student Learning Outcomes (SLOs) and to develop actions reflected in your program review action plan (i.e. Question 10).

a. Please summarize **course SLO assessment results**. Include a discussion of whether or not the program met its target for each course SLO.

b. Please describe any course and/or instructional improvements you plan to make as a result of

the course SLO assessment(s).

c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s)? If none, please explain.

In the last three years, with the exception of two SLO's measured, our program has averaged well above 70% success on all SLO's. With most SLO's averaging well above 80%. Curriculum adjustments are ongoing to address the two SLO's that fell below 70%.

We have already added to this years plan the purchase of equipment to help students better understand material covered by the two SLO's that fell short.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is **Required** on the Annual Plan!

Please discuss your program's performance on each data item below.

a. Instructional Program Health Evaluation Rubric

i) **Rubric Item:** Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a [Course Completion Rate](#) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.

ii) **Rubric Item:** Use OIERP data to set a [Course Success Rate](#) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.

iii) **Rubric Item:** What is your [FT/PT Faculty Ratio](#), how is it impacting your program, and student success? Click [HERE](#) to access your program specific data.

iv) **Rubric Item:** Use OIERP data to set a [WSCH/FTEF](#) Ratio target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) Click [HERE](#) to access your program specific data.

v) **Rubric Item:** The [Fill rate](#) target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. Click [HERE](#) to access your program specific data.

i) Use the data provided by the OIERP to set a Course Completion Rate (formally retention) target and provide an explanation for the target that has been set
Retention and Success for Respiratory Care from 2015–2016 and 2016-2017.

Our course completion rate from 2016-2017 averaged 97.2%

CoARC has thresholds for completion and success rates. Crafton Hills College respiratory care program has met and exceeded those thresholds.

ii) Use the data provided by the OIERP to set a Course Success Rate target and provide an explanation for the target that has been set

We have excellent course success.

Our target was previously to be greater than 90%, however, we currently exceed the target success rate for Crafton Hills College. Our success currently is 94.6%

iii) What is your FT/PT Faculty Ratio, how is it impacting your program, and student success?
Full-Time to Part-Time Faculty Ratio for Respiratory Care

Our current FT ratio is 84.3%. Our three year average is 84.9%. In the past this ratio has been 100%. It has steadily declined over the last 5 years and we would like to return to 100% as this is our goal. As faculty members have retired, they have been replaced with adjunct faculty reducing the continuity of instruction across the program.

iv) : Use the data provided by the OIERP to set a WSCH/FTEF Ratio target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area?

WSCH to FTEF Ratio for Respiratory Care

Our WSCH/FTEF is currently 335 which is still below the target of 525 but slightly higher than in previous years.

We can only achieve 525, and better serve our student population, by hiring more full time faculty. This would also improve continuity of instruction, completion rates, and success rates within our program.

v) Use the data provided by the OIERP and please provide a reason for any deviation from the target.

CoARC has set thresholds for program completion and success rates, and the program has either met or exceeded targets.

Our current fill rate is 70.8%. Fill rates are lower due to the enrollment cap for the class room and the actual number of students we accept into our program. Additionally, our program must offer courses for returning students even if there are no returning students. These available courses, in which students do not enroll, skew our results and lower this number. We are currently working on the caps for these courses.

6. Other Unit-Specific Quantitative and Qualitative Results

Updating this Question is Optional on the Annual Plan!

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – Click [HERE](#) to view program and college demographics by year.

b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.) Click [HERE](#) to access your program specific data on degrees and certificates.

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

a. Program Demographics vs. College Demographics

In that last two years, our classes have been almost 50% male and 50% female falling very close to the CHC demographics by gender. Our students tend to be older, on average, than the typical CHC student due to the fact that students must complete their general education requirements before applying to our program. The ethnicity demographics for our program fall very close to those of CHC as well with the majority of our students being white and hispanic at 73%-81%.

7. Evaluation

Updating this Question is Optional on the Annual Plan!

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing

- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)

Our program conducts its classes throughout the day from 8 am to approximately 3-5 pm Tuesday through Thursday with Monday and Friday left for clinical rotations which occur in either am or pm shifts.

- Partnerships (internal and external)

We have many partnerships with local area hospitals and close relationships with much of the health care community in our area.

- Innovation and Implementation of best practices

Our program is dedicated to the success of our students. Therefore, we are continually changing the way we teach and adding/altering curriculum to better fit the current and future needs of health care. We do this by improving competency requirements and high fidelity simulation.

- Efficiency in resource use

we use simulation, laboratory, example, hands on, teach back, clinical externships, and verbal instruction using equipment and demonstration to ensure understanding and application of theories and practices.

- Staffing

We have four full time faculty and a number of adjunct faculty to pull from as needed. Additionally, we have a large number of professional experts for clinical instruction.

- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)

A program like ours relies on the input and ideas from the team. Working together, we make the best decisions we can keeping open minds and using out of the box ideas to find ways to give our students a competitive edge upon graduation.

- Professional development and training

All faculty participate in attendance of yearly conferences for professional development and training.

- Compliance with applicable mandates

We maintain accreditation with the Commission for Accreditation of Respiratory Care (CoARC).

8. Vision

Updating this Question is Optional on the Annual Plan!

a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

b. Alignment with the college Vision: **Rubric Item ([Vision Alignment](#))**: The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance and align with the vision of the college?**

Our vision is to continue to maintain and meet high standards. We are excited about the new building and feel this will better serve our students.

Our mission is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRTs).

Upon completion of the Respiratory Care program the graduate will be a competent advanced level therapist, demonstrating professional behavior consistent with employer expectations, they will be able to comprehend, apply and evaluate clinical information relevant to their roles and demonstrate the technological proficiency in all the skills necessary to fulfill their roles as advanced-level respiratory therapists.

The mission of Crafton Hills College is to advance the education and success of the students in a quality-learning environment. The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation. We believe our program fulfills the mission and vision of the college.

The Respiratory Care program has demonstrated that its mission, vision, and goals substantially align with and contribute to the college's mission, vision, and goals as specified in the CHC Educational Master Plan.

9. Progress on Prior Goals

Updating this Question is **Required** on the Annual Plan!

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Maintain high standards of the respiratory care program.**

Priority Rank:

2

Objectives:

- **1.1 - Objective - We must be able to replace key personnel when when necessary.**

We must be able to replace key personnel when when necessary.

Priority Rank:

7

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **1.1.r1 - Replace key personnel**

Description

We need to replace key personnel.

Rationale

Need to replace key personnel

Resource Type:

Ongoing

Expenditure Category:

Contract Classroom Inst. (1100)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$73,000.00/\$0.00

Actions/Activities:

▪ **1.1.a1 - Replacing faculty**

Hire new faculty as soon as possible after a full time position is vacated.

Start Date:

07/01/2015

Responsible Person:

June Yamamoto

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

NA

Measurements/Documentation of Progress:

NA

○ **1.2 - Objective - Preparing students for credentials. Maintain or exceed thresholds for accreditation.**

Preparing students for credentials. Maintain or exceed thresholds for accreditation.

Priority Rank:

9

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Underway

Progress Description:

NA

Resource Requests:

- **1.2.r1 - Simulation test for computer lab**

Description

Software designed to help our students prepare for national exams.

Rationale

New exam material designed to address changes in the testing practices.

Resource Type:

Ongoing

Expenditure Category:

Software Leases and Software Licensing (5621)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$5,889.00/\$0.00

- **1.3 - Objective - Preparing students for the work place. Survey students and graduates. Required for accreditation.**

Preparing students for work place. Survey students and graduates required for accreditation.

Priority Rank:

6

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **1.3.r1 - HESI Respiratory Care Exam and Practice Test**

Description

Purchase of HESI Respiratory Care Exam and Practice Test for students to take as part of RESP 238

Rationale

Helps student better understand weaknesses and where to study for licensing exam.

Resource Type:

Ongoing

Expenditure Category:

Software Leases and Software Licensing (5621)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$2,400.00/\$0.00

Actions/Activities:

▪ **1.3.a1 - Preparing for work place**

Prepare students for successful entry into the work force.

Start Date:

07/01/2017

End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Status Code:

Work is Completed and Ongoing

Progress Description:

NA

Measurements/Documentation of Progress:

NA

○ **1.4 - Objective - Supplying needs of the community. Surveys of employers and required for accreditation.**

Supplying needs of the community. Surveys of employers are required for accreditation.

Priority Rank:

8

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.4.a1 - Maintain high standards**

COARC accreditation.

Start Date:

07/01/2015

End Date:

06/30/2016

Responsible Person:

Michael Sheahan

Status Code:

Work is Completed and Ongoing

Progress Description:

NA

Measurements/Documentation of Progress:

NA

- **1.5 - Objective - We must have an acceptable budget to replace and purchase the newest equipment and supplies (i.e..EKG monitors, mechanical ventilators, CPR manikins etc.)**

We must have an acceptable budget to replace and purchase the newest equipment and supplies

Priority Rank:

1

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **1.5.r1 - Mechanical Ventilators and BiPAP Machines**
Description

To purchase mechanical ventilators, Oscillators, and BiPAP machines (V60).

Rationale

New ventilators are coming on the market every year and we need to make sure we have the latest in equipment so that the students get the best exposure possible and have the best chance at success. We also need to make sure we expose the students to advanced equipment such as oscillators.

Resource Type:

Ongoing

Expenditure Category:

Equipment & Furniture (6400)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$65,000.00/\$0.00

- **1.5.r2 - equipment budget-renewable**

Description

We must have an acceptable budget to rent ventilators and replace and purchase the renewable equipment and supplies.

Rationale

Maintain clinical standards.

Resource Type:

Ongoing

Expenditure Category:

Non-Instructional Supplies (4500)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$7,000.00/\$0.00

- **1.5.r3 - ICU Setting for Sim Center**

Description

Purchase of full ICU set up for simulation lab. We need 2 monitor/touch screen all-in-one computers (\$4,000), Crash Cart (\$1,250), HAL S3201 High Fidelity Simulation Manikin (\$60,000)

Rationale

The need to put the students in the most real environment possible can not be over stated. Students need to be able to practice laboratory skills in an environment that closely matches the clinical environment in which they will need to work.

Resource Type:

Ongoing

Expenditure Category:

Equipment & Furniture (6400)

Funded:
No
Funding Source:
First Year Cost/Savings:
\$65,250.00/\$0.00

Actions/Activities:

▪ **1.5.a1 - new advance equipment**

New vents and equipment

Start Date:

07/01/2015

End Date:

06/30/2016

Responsible Person:

Michael Sheahan

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

NA

Measurements/Documentation of Progress:

NA

- **1.6 - Objective - A budget that would be available for faculty to be trained and to stay current with industry standards (ie. conventions, seminars, continuing education, etc.)**

A budget that would be available for faculty to be trained and to stay current with industry standards (ie. such as conventions, seminars, continuing education etc.)

Priority Rank:

3

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

3. Develop Teaching and Learning Practices

Impact Type:

Division

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

NA

Resource Requests:

▪ **1.6.r1 - Continuing education**

Description

Faculty must attend conferences and conventions locally and nationally to ensure that the program is up to date.

Rationale

Need to keep the program up to date with current standards.

Resource Type:

Ongoing

Expenditure Category:

Conference and Travel (5200)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$10,000.00/\$0.00

▪ **1.6.r2 - Required Competency of Faculty Members**

Description

Maintain required competency for instructors of ACLS, PALS, NRP

Rationale

Need to be able to keep up with current instructor standards so that students can be trained accordingly.

Resource Type:

Ongoing

Expenditure Category:

Other Expenses & Fees (5809)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$250.00/\$0.00

- **1.7 - Objective - We must focus not only on industry standards but also student success. We also must expose our students to our employers in our field by having them participate in mock interviews with our graduating students.**

We must focus not only on industry standards but also student success.

Priority Rank:

10

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

NA

○ **1.8 - Objective - Computers for Simulated EMR Charting and Pulmonary Functions Lab**

Priority Rank:

2

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

NA

Resource Requests:

▪ **1.8.r1 - Purchase 4 Surface Pros**

Description

Purchase of 4 Surface Pros (approx. \$4800) to run pulmonary function software for pulmonary functions testing and simulate an EMR environment for students preparing to document and communicate through electronic charting means.

Rationale

Help students better practice and understand current hospital charting requirements and standards. Allow students to practice pulmonary function testing procedures to increase knowledge, competency, and hiring potential.

Resource Type:

One-time

Expenditure Category:

Computer & Information Technology Equipment (6420)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$6,400.00/\$0.00

- **1.8.r2 - Purchase PFT Software**

- **Description**

- Purchase of pulmonary function software and equipment to be used with the Surface Pros.

- **Rationale**

- To help students better understand pulmonary function testing.

- Resource Type:

- One-time

- Expenditure Category:

- Software Leases and Software Licensing (5621)

- Funded:

- No

- Funding Source:

- First Year Cost/Savings:

- \$2,500.00/\$0.00

- **1.9 - Objective - Faculty Affiliation Dues and Membership Expenses**

- Priority Rank:

- 4

- Original Start Date:

- 07/01/2017

- Original End Date:

- 06/30/2018

- Revised Start Date:

- 07/01/2017

- Revised End Date:

- 06/30/2018

- Responsible Person:

- Michael Sheahan

- Strategic Direction:

- 8. Support Employee Growth

- Impact Type:

- Department

- Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

NA

Resource Requests:

- **1.9.r1 - Ongoing CSRC and AARC Membership for Employees**
Description

Faculty maintain memberships with the California Society for Respiratory Care and the American Association for Respiratory Care so that the students can get membership benefits and offers. Faculty membership cost approx. \$160 per faculty member per year.

Rationale

To help ensure that students continue to get benefits from state and national affiliates.

Resource Type:

Ongoing

Expenditure Category:

Dues and Memberships (5310)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$640.00/\$0.00

Second Year Cost/Savings:

\$640.00/\$0.00

Third Year Cost/Savings:

\$640.00/\$0.00

- **1.10 - Objective - One Time Online Application Cost**

Priority Rank:

5

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

4. Expand Access

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

NA

Resource Requests:

- **1.10.r1 - Online Application for Program Entry Set Up Description**

This is a one time set up fee to set up online application for students to submit via the Crafton Hills website.

Rationale

This would allow students to more easily apply for our program, apply online, and streamline the process of enrollment into our program.

Resource Type:

One-time

Expenditure Category:

Software Leases and Software Licensing (5621)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$600.00/\$0.00

- **2 - Goal - Prepare Graduates**

To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRTs).

Priority Rank:

1

Objectives:

- **2.1 - Objective - Affective**

Upon completion of the program, students will demonstrate professional behavior consistent with employer expectations as an advanced-level respiratory therapist.

Priority Rank:

11

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --

Actions/Activities:

▪ **2.1.a1 - Affective**

Upon completion of the program, students will demonstrate professional behavior consistent with employer expectations as a respiratory care practitioner.

Start Date:

07/01/2015

End Date:

06/30/2016

Responsible Person:

Michael Sheahan

Status Code:

Work is Completed and Ongoing

Progress Description:

Ongoing

Measurements/Documentation of Progress:

Ongoing

○ **2.2 - Objective - Cognitive**

Upon completion of the program, students will demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their roles as advanced-level respiratory therapists.

Priority Rank:

12

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

▪ **2.2.a1 - Cognitive**

Upon completion of the program, students will comprehend, apply, and evaluate clinical information consistent with employer expectations as a respiratory care practitioner.

Start Date:

07/01/2015

End Date:

06/30/2016

Responsible Person:

Amber Contreras, Michael Sheahan

Status Code:

Work is Completed and Ongoing

Progress Description:

Ongoing

Measurements/Documentation of Progress:

Ongoing

o **2.3 - Objective - Psychomotor**

Upon completion of the program, students will demonstrate the technical proficiency in all the skills necessary to fulfill their roles as advanced-level respiratory therapists.

Priority Rank:

13

Original Start Date:

07/01/2017

Original End Date:

06/30/2018

Revised Start Date:

07/01/2017

Revised End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

▪ **2.3.a1 - Psychomotor skills**

Upon completion of the program, students will demonstrate technical proficiency in all skills necessary to fulfill their roles as respiratory care practitioners.

Start Date:

07/01/2015

End Date:

06/30/2016

Responsible Person:
Amber Contreras, Michael Sheahan

Status Code:
Work is Completed and Ongoing

Progress Description:

Ongoing

Measurements/Documentation of Progress:

Ongoing

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is **Required** on the Annual Plan!

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses.

In writing your objectives and developing your resource requests, take into account student learning and program assessment results. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Maintain high standards of the respiratory care program.**

Priority Rank:

2

Objectives:

- **1.1 - Objective - We must be able to replace key personnel when when necessary.**

We must be able to replace key personnel when when necessary.

Priority Rank:

8

Start Date:

07/01/2017

End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **1.1.r1 - Replace key personnel**

Description

We need to replace key personnel.

Rationale

Need to replace key personnel

Resource Type:
Ongoing
Expenditure Category:
Contract Classroom Inst. (1100)
First Year Cost/Savings:
\$73,000.00/\$0.00

Actions/Activities:

▪ **1.1.a1 - Replacing faculty**

Hire new faculty as soon as possible after a full time position is vacated.

Start Date:

07/01/2015

Responsible Person:

June Yamamoto

○ **1.2 - Objective - Preparing students for credentials. Maintain or exceed thresholds for accreditation.**

Preparing students for credentials. Maintain or exceed thresholds for accreditation.

Priority Rank:

7

Start Date:

07/01/2017

End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

Not Applicable

Resource Requests:

▪ **1.2.r1 - Simulation test for computer lab**

Description

Software designed to help our students prepare for national exams.

Rationale

New exam material designed to address changes in the testing practices.

Resource Type:

Ongoing

Expenditure Category:

Software Leases and Software Licensing (5621)

First Year Cost/Savings:

\$5,889.00/\$0.00

○ **1.3 - Objective - Preparing students for the work place. Survey students and graduates. Required for accreditation.**

Preparing students for work place. Survey students and graduates required for accreditation.

Priority Rank:

9

Start Date:

07/01/2017

End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **1.3.r1 - HESI Respiratory Care Exam and Practice Test**

- **Description**

- Purchase of HESI Respiratory Care Exam and Practice Test for students to take as part of RESP 238

- **Rationale**

- Helps student better understand weaknesses and where to study for licensing exam.

- Resource Type:

- Ongoing

- Expenditure Category:

- Software Leases and Software Licensing (5621)

- First Year Cost/Savings:

- \$2,400.00/\$0.00

Actions/Activities:

- **1.3.a1 - Preparing for work place**

- Prepare students for successful entry into the work force.

- Start Date:

- 07/01/2017

- End Date:

- 06/30/2018

- Responsible Person:

- Michael Sheahan

- **1.4 - Objective - Supplying needs of the community. Surveys of employers and required for accreditation.**

- Supplying needs of the community. Surveys of employers are required for accreditation.

- Priority Rank:

- 11

- Start Date:

- 07/01/2017

- End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **1.4.a1 - Maintain high standards**

COARC accreditation.

Start Date:

07/01/2015

End Date:

06/30/2016

Responsible Person:

Michael Sheahan

- **1.5 - Objective - We must have an acceptable budget to replace and purchase the newest equipment and supplies (i.e..EKG monitors, mechanical ventilators, CPR manikins etc.)**

We must have an acceptable budget to replace and purchase the newest equipment and supplies

Priority Rank:

1

Start Date:

07/01/2017

End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Division

Institutional Learning Outcome:

1. Critical Thinking

Resource Requests:

- **1.5.r1 - Mechanical Ventilators and BiPAP Machines**

Description

To purchase mechanical ventilators, Oscillators, and BiPAP machines (V60).

Rationale

New ventilators are coming on the market every year and we need to make sure we have the latest in equipment so that the students get the best exposure possible and have the best chance at success. We also need to

make sure we expose the students to advanced equipment such as oscillators.

Resource Type:

Ongoing

Expenditure Category:

Equipment & Furniture (6400)

First Year Cost/Savings:

\$65,000.00/\$0.00

- **1.5.r2 - equipment budget-renewable**

Description

We must have an acceptable budget to rent ventilators and replace and purchase the renewable equipment and supplies.

Rationale

Maintain clinical standards.

Resource Type:

Ongoing

Expenditure Category:

Non-Instructional Supplies (4500)

First Year Cost/Savings:

\$7,000.00/\$0.00

- **1.5.r3 - ICU Setting for Sim Center**

Description

Purchase of full ICU set up for simulation lab. We need 2 monitor/touch screen all-in-one computers (\$4,000), Crash Cart (\$1,250), HAL S3201 High Fidelity Simulation Manikin (\$60,000)

Rationale

The need to put the students in the most real environment possible can not be over stated. Students need to be able to practice laboratory skills in an environment that closely matches the clinical environment in which they will need to work.

Resource Type:

Ongoing

Expenditure Category:

Equipment & Furniture (6400)

First Year Cost/Savings:

\$65,250.00/\$0.00

- **1.5.r4 - Non-Instructional Supplies**

Description

Renewable budget for non-instructional supplies.

Rationale

Need to replace office supplies throughout the year.

Resource Type:

Ongoing

Expenditure Category:

Non-Instructional Supplies (4500)

First Year Cost/Savings:

\$1,500.00/\$0.00
Second Year Cost/Savings:
\$1,500.00/\$0.00
Third Year Cost/Savings:
\$1,500.00/\$0.00

Actions/Activities:

- **1.5.a1 - new advance equipment**
New vents and equipment
Start Date:
07/01/2015
End Date:
06/30/2016
Responsible Person:
Michael Sheahan
- **1.6 - Objective - A budget that would be available for faculty to be trained and to stay current with industry standards (ie. conventions, seminars, continuing education, etc.)**
A budget that would be available for faculty to be trained and to stay current with industry standards (ie. such as conventions, seminars, continuing education etc.)
Priority Rank:
2
Start Date:
07/01/2017
End Date:
06/30/2018
Responsible Person:
Michael Sheahan
Strategic Direction:
3. Develop Teaching and Learning Practices
Impact Type:
Division
Institutional Learning Outcome:
Not Applicable

Resource Requests:

- **1.6.r1 - Continuing education**
Description
Faculty must attend conferences and conventions locally and nationally to ensure that the program is up to date.
Rationale
Need to keep the program up to date with current standards.
Resource Type:
Ongoing
Expenditure Category:
Conference and Travel (5200)
First Year Cost/Savings:
\$10,000.00/\$0.00

- **1.6.r2 - Required Competency of Faculty Members**

- **Description**

- Maintain required competency for instructors of ACLS, PALS, NRP

- **Rationale**

- Need to be able to keep up with current instructor standards so that students can be trained accordingly.

- Resource Type:

- Ongoing

- Expenditure Category:

- Other Expenses & Fees (5809)

- First Year Cost/Savings:

- \$250.00/\$0.00

- **1.7 - Objective - We must focus not only on industry standards but also student success. We also must expose our students to our employers in our field by having them participate in mock interviews with our graduating students.**

- We must focus not only on industry standards but also student success.

- Priority Rank:

- 10

- Start Date:

- 07/01/2017

- End Date:

- 06/30/2018

- Responsible Person:

- Michael Sheahan

- Strategic Direction:

- 1. Promote Student Success

- Impact Type:

- Department

- Institutional Learning Outcome:

- Not Applicable

- **1.8 - Objective - Software for Pulmonary Functions Lab**

- Priority Rank:

- 3

- Start Date:

- 07/01/2017

- End Date:

- 06/30/2018

- Responsible Person:

- Michael Sheahan

- Strategic Direction:

- 1. Promote Student Success

- Impact Type:

- Department

- Institutional Learning Outcome:

- 2. Written and Oral Communication

Resource Requests:

▪ **1.8.r1 - Purchase PFT Software**

Description

Purchase of pulmonary function software and equipment to be used with the Surface Pros.

Rationale

To help students better understand pulmonary function testing.

Resource Type:

One-time

Expenditure Category:

Software Leases and Software Licensing (5621)

First Year Cost/Savings:

\$5,600.00/\$0.00

○ **1.9 - Objective - Faculty Affiliation Dues and Membership Expenses**

Priority Rank:

4

Start Date:

07/01/2017

End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

8. Support Employee Growth

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Resource Requests:

▪ **1.9.r1 - Ongoing CSRC and AARC Membership for Employees**

Description

Faculty maintain memberships with the California Society for Respiratory Care and the American Association for Respiratory Care so that the students can get membership benefits and offers. Faculty membership cost approx. \$160 per faculty member per year.

Rationale

To help ensure that students continue to get benefits from state and national affiliates.

Resource Type:

Ongoing

Expenditure Category:

Dues and Memberships (5310)

First Year Cost/Savings:

\$640.00/\$0.00

Second Year Cost/Savings:

\$640.00/\$0.00

Third Year Cost/Savings:
\$640.00/\$0.00

- **1.10 - Objective - Students to attend state, local, national conferences as available to meet employers and network.**

Priority Rank:

6

Start Date:

01/01/2019

End Date:

01/31/2021

Responsible Person:

Michael Sheahan

Strategic Direction:

4. Expand Access

Impact Type:

Only Students

Institutional Learning Outcome:

5. Information Literacy

Resource Requests:

- **1.10.r1 - Student Conference Attendance**

Description

1. Students to attend state, local, national conferences as available to meet employers and network.

Rationale

2. Students to attend state, local, national conferences as available to meet employers and network.

Resource Type:

Ongoing

Expenditure Category:

Other Expenses & Fees (5809)

First Year Cost/Savings:

\$3,000.00/\$0.00

Second Year Cost/Savings:

\$3,000.00/\$0.00

- **2 - Goal - Prepare Graduates**

To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRTs).

Priority Rank:

1

Objectives:

- **2.1 - Objective - Affective**

Upon completion of the program, students will demonstrate professional behavior consistent with employer expectations as an advanced-level respiratory therapist.

Priority Rank:

12

Start Date:

07/01/2017

End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **2.1.a1 - Affective**

Upon completion of the program, students will demonstrate professional behavior consistent with employer expectations as a respiratory care practitioner.

Start Date:

07/01/2015

End Date:

06/30/2016

Responsible Person:

Michael Sheahan

- **2.2 - Objective - Cognitive**

Upon completion of the program, students will demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their roles as advanced-level respiratory therapists.

Priority Rank:

13

Start Date:

07/01/2017

End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **2.2.a1 - Cognitive**

Upon completion of the program, students will comprehend, apply, and evaluate clinical information consistent with employer expectations as a respiratory care practitioner.

Start Date:
07/01/2015
End Date:
06/30/2016
Responsible Person:
Amber Contreras, Michael Sheahan

○ **2.3 - Objective - Psychomotor**

Upon completion of the program, students will demonstrate the technical proficiency in all the skills necessary to fulfill their roles as advanced-level respiratory therapists.

Priority Rank:

14

Start Date:

07/01/2017

End Date:

06/30/2018

Responsible Person:

Michael Sheahan

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

▪ **2.3.a1 - Psychomotor skills**

Upon completion of the program, students will demonstrate technical proficiency in all skills necessary to fulfill their roles as respiratory care practitioners.

Start Date:

07/01/2015

End Date:

06/30/2016

Responsible Person:

Amber Contreras, Michael Sheahan

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [2017-18-dq-instructional-Respiratory-feedback_final.docx](#)
- [annual_report_200132_06_22_2015_20_02_42.pdf](#)
- [Sched_Matrix_2015-2016.xlsx](#)
- [SLOCloud-2015-2016.pdf](#)

- [v7 CSE School Summary Report.pdf](#)
- [PPR Table 4_Success Rate.pdf](#)
- [PPR Table 4_Completion Rate.pdf](#)
- [Annual Planning Equipment Supplies 2015.docx](#)