

[Plans for Allied Health / Respiratory Care](#) >> 2021 - 2022 Allied Health / Respiratory Care CHC Instructional Program Review 2021-2022

Name : 2021 - 2022 Allied Health / Respiratory Care CHC Instructional Program Review 2021-2022

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Instructions

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

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?**

CHC Mission Statement

The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.

Respiratory Care Mission Statement

The mission of the CHC Respiratory Care program 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 the Respiratory Care Program specifically address the mission of Crafton to help students advance educationally and in their career.

2. Description of Program

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

b. 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).

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.

c. Our program uses in classroom instruction primarily. However, we have the option to use and utilize Canvas and Zoom to reinforce teaching and online testing/competency.

d. 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

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 (Four-Year Question)

Refer to the [SLO Cloud](#) to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric Item:** [Program Learning Outcomes](#)

- Please summarize **Program Level Outcomes (PLO) assessment results**. Include a discussion of whether or not the program met its target for each PLO.
- Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s).
- What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s)? If none, please explain.

PLO's have been consistently assessed and are posted in the catalog for for the [Respiratory Care AS Degree](#).

Reviewing the [attached data](#) shows that each of the following three PLOs have been consistently assessed over the last three years.

- 1. Demonstrate professional behaviors consistent with employer expectations as an advanced-level respiratory therapist*
- 2. Comprehend, apply and evaluate clinical information relevant to their roles as an advanced-level therapist*
- 3. Display the technical proficiency in all the skills necessary to fulfill their roles as an advanced-level therapist*

The target for each PLO is 85% or higher of the students assessed score a 3 or higher. That is met for all three PLOs (1 = 99%, 2 = 93%, and 3 = 89%). Even though the targets were met there is room for improvement. Specifically, the first PLO was not assessed as consistently as the other two PLOs. The program will increase the assessment of PLO #1 in future assessments (see objective 1.11).

In addition, when reviewing the reflections provided by the faculty assessing PLOs, the following themes were identified.

- Key component to this course is ensuring the understanding of profession, licensure, and requirements for entry. Repeated steps taken to better reinforce the material has not*

resulted in improved results with this element of evaluation. A new method of evaluating this learning object is proposed in the form of an assignment versus short answer question on the final exam which has been used traditionally. (RESP-050)

- *in the future I will give more real world examples of pft results and how those are interpreted. There will also be more focus on reading a patient's H and P. (RESP-132)*
- *I will continue to refine learning modules which supplement physician lectures. (RESP-138)*
- *For SLO 3 I will give more practice on more practical ABG interpretations. (RESP-234)*
- *I will increase the use of worksheets and will create modules for diseases for student to review (RESP-238)*

The results from the reflections provided above are actively being discussed at department meetings to determine if any improvements need to be made by the department. As noted, individual faculty have already made improvements to how they are approaching teaching their classes (see objective 1.11).

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

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.

In 2020-2021 the current course completion rate is 91%. The course completion rate in the last five years in respiratory care has ranged from 94% to 91%. There was a decrease from 96% in 2019-2020 to 91% in 2021-2022, which is most likely a result of the pandemic. The respiratory care target completion rate is 90%, which has been consistently exceeded in the last five years. In addition, the CoARC thresholds for completion rates have been met and exceeded. When looking at gender, age, and ethnicity all of the groups exceeded the 90% target, except for those 50 years old or older (69%) and African American students (89%). The department will explore strategies to help increase the completion rates of students 50 years old or older and African American students: starting homework in class, talking with students more one-on-one, using disaggregated class rosters to track who is attending class and turning in work, implementing low stakes assignments and assessments, revising syllabi to be more welcoming, incorporating transparent assignment template, etc. (see objective 1.12).

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.

In 2020-2021 the current course success rate is 87%, far exceeding the campus course success rate of 74%. The course success rate in the last five years in respiratory care has ranged from 87% to 93%. There was a decrease from 93% in 2019-2020 to 87% in 2021-2022, which is most likely a result of the pandemic. The respiratory care target course success rate is 85%, which has been consistently exceeded in the last five years. In addition, the CoARC thresholds for course success rates have been met and exceeded. When looking at gender, age, and ethnicity all of the groups exceeded the 85% target, except for those 19 years old or younger (71%), 50 years old or older (65%) and African American students (75%). The department will explore strategies to help increase the course success rates of students 19 years old or younger, 50 years old or older, and African American students: starting homework in class, talking with students more one-on-one, using disaggregated class rosters to track who is attending class and turning in work, implementing low stakes assignments and assessments, revising syllabi to be more welcoming, incorporating transparent assignment template, etc. (see objective 1.13).

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

In 2020-2021 the FT/PT Faculty Ratio in respiratory care was 68%. In the last five years the ratio has ranged from 65% to 73%. In fact, the ratio increased from 66% in 2019-2020 to 68% in 2020-2021, which is most likely a result of us offering less sections, which reduced the number of adjuncts teaching in respiratory care. It is important for student success in respiratory to have the same faculty teaching in the program to maintain the continuity of instruction across the program. As a result the program seeks to have all of the respiratory sections taught by full-time faculty.

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

In 2020-2021 the WSCH/FTEF ratio in respiratory care was 247, well below the college target of 525. In 2019-2020 the WSCH/FTEF ratio in respiratory care was 345. The decline is due to the overall enrollment decline for the institution and the emphasis on enrollments rather than efficiency during the

pandemic year of 2020-2021. Using the [OIERP WSCH/FTEF worksheet](#) to set the target for respiratory care. An 80% fill rate in respiratory care would result in WSCH/FTEF target of 500. 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.

In 2020-2021 the fill rate in respiratory care was 63%. There was a decrease from 71% 2019-2020 to 63% in 2020-2021. The decrease in the fill rate is most likely to the institution's emphasis on enrollments rather than efficiency during the pandemic. In the past five years the fill rate has ranged from 63% to 77%. Fill rates are lower due to the pandemic affecting our access to clinical sites for our students. Therefore, we had to decrease enrollment to accommodate these changes. Following the pandemic, we will return to or above our target of 80%. 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

- 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 2020-2021 the Respiratory Care program has a higher proportion of AA, 4 to 3%; A higher proportion of Asian students, 16 to 6%; a lower proportion of Caucasian students, 17 to 32%; a higher proportion of Latinx students, 53 to 50%; and a higher proportion of multiple races, 10 to 7%. No discrepancies were found. In addition, 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%.

b. Results of the degrees awarded in Respiratory Care

In the last five years, 24 - 32 AS Degrees in Respiratory Care have been awarded to Crafton students. There was a decline in the number of degrees awarded from 2019-2020 to 2020-2021 from 32 to 28, a decline of 13%, which is most likely a result of the pandemic.

c. Improvements/Changes

Based on the results, there are no improvements identified at this time.

7. Evaluation

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

- 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.).
- 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 and to develop and implement a BS in Respiratory Care degree at Crafton Hills College. We are excited about the opportunity to provide our students with the ability to earn a BS degree at Crafton which 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 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 vision of the college.

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

9. Progress on Prior Goals

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 focus not only on industry standards but also student success. In order to do so, we must maintain accreditation and employ the highest quality professional experts possible.**

We must focus not only on industry standards but also student success. Professional experts make our students competitive and needs to allow for clinical education that surpasses other programs. In order to do this, we must employ the highest quality professional experts possible. Additionally, in order for our program to operate, we must pay an annual accreditation fee which has increased.

Priority Rank: 1

Original Start Date: 07/01/2017 **Original End Date:** 06/30/2025

Revised Start Date: 07/01/2017 **Revised End Date:** 06/30/2025

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:

Ongoing

Resource Requests:

- **1.1.r1 - Annual Program Accreditation Fee Description**

This is an annual required fee to maintain accreditation for the program. Originally those fees were \$1700, but now have been increased to \$2100.

Rationale

This is a required fee.

Resource Type: Ongoing

Expenditure Category: Dues and Memberships (5310)

Funded: No

Funding Source:

First Year Cost/Savings: \$2,100.00/\$0.00

Second Year Cost/Savings: \$2,100.00/\$0.00

Third Year Cost/Savings: \$2,100.00/\$0.00

- **1.1.r2 - Professional Experts Compensation Adjustment Description**

Professional experts have been compensated at a rate of \$40/hour for the last 10 years. Given the changes associated with cost of living increases, it is time to increase that rate from \$40/hour to \$50/hour.

Rationale

Cost of living and inflation.

Resource Type: Ongoing

Expenditure Category: Instructors Day/Hourly (1300)

Funded: No

Funding Source:

First Year Cost/Savings: \$20,000.00/\$0.00

Second Year Cost/Savings: \$20,000.00/\$0.00

Third Year Cost/Savings: \$20,000.00/\$0.00

- **1.2 - 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

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:

- **1.2.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:

▪ **1.2.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 Underway

Progress Description:

Ongoing

Measurements/Documentation of Progress:

Ongoing

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

Preparing students for credentials. Maintain or exceed thresholds 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 --

Status Code: Work is Completed and Ongoing

Progress Description:

Ongoing

Resource Requests:

- **1.3.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

- **1.4 - 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: 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: Division

Institutional Learning Outcome: -- Pick One --

Resource Requests:

- **1.4.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:**

- **1.4.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:**

Ongoing

Measurements/Documentation of Progress:

Ongoing

- **1.5 - 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: 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 --**Actions/Activities:**

- **1.5.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:**

Ongoing

Measurements/Documentation of Progress:

Ongoing

- **1.6 - 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: 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: 1. Promote Student Success

Impact Type: Division

Institutional Learning Outcome: -- Pick One --

Resource Requests:

- **1.6.r1 - 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

- **1.6.r2 - 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)

Funded: No

Funding Source:

First Year Cost/Savings: \$2,000.00/\$0.00

Second Year Cost/Savings: \$2,000.00/\$0.00

Third Year Cost/Savings: \$2,000.00/\$0.00

Actions/Activities:

▪ **1.6.a1 - new advance equipement**

New vents and equipement

Start Date: 07/01/2015 **End Date:** 06/30/2016

Responsible Person: Michael Sheahan

Status Code: Work is Underway

Progress Description:

Ongoing

Measurements/Documentation of Progress:

Ongoing

- **1.7 - 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

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 Underway

Progress Description:

Ongoing

Resource Requests:

- **1.7.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: \$11,500.00/\$0.00

- **1.7.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

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

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: 8. Support Employee Growth

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Underway

Progress Description:

Ongoing

Resource Requests:

- **1.8.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

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

Priority Rank: 4

Original Start Date: 01/01/2019 **Original End Date:** 01/31/2021

Revised Start Date: 01/01/2019 **Revised End Date:** 01/31/2021

Responsible Person: Michael Sheahan

Strategic Direction: 4. Expand Access

Impact Type: Only Students

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Underway

Progress Description:

Ongoing

Resource Requests:

- **1.9.r1 - Student Conference Attendance Description**

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

Rationale

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

Resource Type: Ongoing

Expenditure Category: Other Expenses & Fees (5809)

Funded: No

Funding Source:

First Year Cost/Savings: \$4,000.00/\$0.00

Second Year Cost/Savings: \$4,000.00/\$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:

o **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: 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 --

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:

OngoingOngoing

Measurements/Documentation of Progress:

Ongoing

o **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: 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:

- **2.2.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:

OngoingOngoing

Measurements/Documentation of Progress:

Ongoing

- **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: 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:

- **2.3.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)

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 focus not only on industry standards but also student success. In order to do so, we must maintain accreditation and employ the highest quality professional experts possible.**

We must focus not only on industry standards but also student success. Professional experts make our students competitive and needs to allow for clinical education that surpasses other programs. In order to do this, we must employ the highest quality professional experts possible. Additionally, in order for our program to operate, we must pay an annual accreditation fee which has increased.

Priority Rank: 3

Start Date: 07/01/2017 **End Date:** 06/30/2025

Responsible Person: Michael Sheahan

Strategic Direction: 1. Promote Student Success

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **1.1.r1 - Annual Program Accreditation Fee**
Description

This is an annual required fee to maintain accreditation for the program. Originally those fees were \$1700, but now have been increased to \$2100.

Rationale

This is a required fee.

Resource Type: Ongoing

Expenditure Category: Dues and Memberships (5310)

First Year Cost/Savings: \$2,300.00/\$0.00

Second Year Cost/Savings: \$2,300.00/\$0.00

Third Year Cost/Savings: \$2,300.00/\$0.00

- **1.1.r2 - Professional Experts Compensation Adjustment/ Change to Adjunct Description**

Professional experts have been compensated at a rate of \$40/hour for the last 10 years. Given the changes associated with cost of living increases, it is time to increase that rate from \$40/hour to \$60/hour or convert to adjunct status.

Proposal submitted to Vice President of Instruction, Vice President of Administrative Services, and Dean of Career and Human Development.

Rationale

Cost of living and inflation.

Resource Type: Ongoing

Expenditure Category: Instructors Day/Hourly (1300)

First Year Cost/Savings: \$20,000.00/\$0.00

Second Year Cost/Savings: \$20,000.00/\$0.00

Third Year Cost/Savings: \$20,000.00/\$0.00

- **1.2 - 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: 2

Start Date: 07/01/2017 **End Date:** 06/30/2025

Responsible Person: Michael Sheahan

Strategic Direction: 1. Promote Student Success

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **1.2.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:

▪ **1.2.a1 - Replacing faculty**

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

Start Date: 07/01/2015

Responsible Person: Dan Word

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

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

Priority Rank: 8

Start Date: 07/01/2017 **End Date:** 06/30/2025

Responsible Person: Michael Sheahan

Strategic Direction: 1. Promote Student Success

Impact Type: Division

Institutional Learning Outcome: Not Applicable

Resource Requests:

▪ **1.3.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

- **1.4 - 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:** 06/30/2025

Responsible Person: Michael Sheahan

Strategic Direction: 1. Promote Student Success

Impact Type: Division

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **1.4.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:

- **1.4.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

- **1.5 - 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: 10

Start Date: 07/01/2017 **End Date:** 06/30/2025

Responsible Person: Michael Sheahan

Strategic Direction: 1. Promote Student Success

Impact Type: Division

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **1.5.a1 - Maintain high standards**

COARC accreditation.

Start Date: 07/01/2015 **End Date:** 06/30/2016

Responsible Person: Michael Sheahan

- **1.6 - 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: 5

Start Date: 07/01/2017 **End Date:** 06/30/2025

Responsible Person: Michael Sheahan

Strategic Direction: 1. Promote Student Success

Impact Type: Division

Institutional Learning Outcome: 1. Critical Thinking

Resource Requests:

- **1.6.r1 - 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

- **1.6.r2 - 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: \$2,000.00/\$0.00

Second Year Cost/Savings: \$2,000.00/\$0.00

Third Year Cost/Savings: \$2,000.00/\$0.00

Actions/Activities:

▪ **1.6.a1 - new advance equipement**

New vents and equipement

Start Date: 07/01/2015 **End Date:** 06/30/2016

Responsible Person: Michael Sheahan

- **1.7 - 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: 4

Start Date: 07/01/2017 **End Date:** 06/30/2025

Responsible Person: Michael Sheahan

Strategic Direction: 3. Develop Teaching and Learning Practices

Impact Type: Division

Institutional Learning Outcome: Not Applicable

Resource Requests:

▪ **1.7.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: \$11,500.00/\$0.00

▪ **1.7.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

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

Priority Rank: 7

Start Date: 07/01/2017 **End Date:** 06/30/2025

Responsible Person: Michael Sheahan

Strategic Direction: 8. Support Employee Growth

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Resource Requests:

▪ **1.8.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

○ **1.9 - 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:** 01/31/2025

Responsible Person: Michael Sheahan

Strategic Direction: 4. Expand Access

Impact Type: Only Students

Institutional Learning Outcome: 5. Information Literacy

Resource Requests:

▪ **1.9.r1 - Student Conference Attendance**
Description

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

Rationale

1. 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: \$4,000.00/\$0.00

Second Year Cost/Savings: \$4,000.00/\$0.00

- **1.10 - Objective - Develop and implement a Bachelor of Science in Respiratory Care Program at Crafton Hills College (Based on future requirement of the NBRC and California Respiratory Care Board to require a degree of a Bachelors in the future).**

Priority Rank: 1

Start Date: 11/01/2021 **End Date:** 01/31/2023

Responsible Person: Dean of CEHD

Strategic Direction: 7. Develop Programs and Services

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **1.10.a1 - Apply for the BS program with the CCCCCO**

Start Date: 12/01/2021 **End Date:** 01/15/2022

Responsible Person: Dean of CEHD

- **1.10.a2 - Write and submit a substantive change form with the ACCJC**

Start Date: 12/01/2021 **End Date:** 02/28/2022

Responsible Person: VPI/ALO

- **1.11 - Objective - Improve student learning in areas identified by faculty when reflecting on SLO results.**

Priority Rank: 14

Start Date: 03/02/2022 **End Date:** 03/14/2024

Responsible Person: Department Chair

Strategic Direction: 1. Promote Student Success

Impact Type: Department

Institutional Learning Outcome: 1. Critical Thinking

Actions/Activities:

- **1.11.a1 - Increase the number of faculty assessing PLO #1**

PLO #1 has only been assessed for 71 students: Demonstrate professional behaviors consistent with employer expectations as an advanced-level respiratory therapist. Work with department faculty to increase the number students assessed.

- **1.11.a2 - Review the reflections on the PLOs and determine if any improvements need to be made by the department in the areas identified.**

In addition, when reviewing the reflections provided by the faculty assessing PLOs, the following themes were identified.

- Key component to this course is ensuring the understanding of profession, licensure, and requirements for entry. Repeated steps taken to better reinforce the material has not resulted in improved results with this element of evaluation. A new method of evaluating this learning object is proposed in the form of an assignment versus short answer question on the final exam which has been used traditionally. (RESP-050)
- in the future I will give more real world examples of pft results and how those are interpreted. There will also be more focus on reading a patient's H and P. (RESP-132)
- I will continue to refine learning modules which supplement physician lectures. (RESP-138)
- For SLO 3 I will give more practice on more practical ABG interpretations. (RESP-234)
- I will increase the use of worksheets and will create modules for diseases for student to review (RESP-238)

The results from the reflections provided above are actively being discussed at department meetings to determine if any improvements need to be made by the department. As noted, individual faculty have already made improvements to how they are approaching teaching their classes.

- **1.12 - Objective - Increase the course completion rates of respiratory students who are 50 years old or older or African American students to exceed the 90% target by exploring the implementation of one or more of the following strategies referred to in the plan.**

Priority Rank: 15

Start Date: 04/01/2022 **End Date:** 04/01/2024

Responsible Person: Department Chair

Strategic Direction: 1. Promote Student Success

Impact Type: Department

Institutional Learning Outcome: Not Applicable

- **1.13 - Objective - Increase the course success rates of respiratory students who are 19 years old or younger, 50 years old or older, or African American students to exceed the 85% target by exploring the implementation of one or more of the following strategies referred to in the plan.**

Priority Rank: 16

Start Date: 04/01/2022 **End Date:** 04/01/2024

Responsible Person: Department Chair

Strategic Direction: 1. Promote Student Success

Impact Type: Department

Institutional Learning Outcome: Not Applicable

• **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

Start Date: 07/01/2017 **End Date:** 06/30/2025

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: 12

Start Date: 07/01/2021 **End Date:** 06/30/2025

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:** 06/01/2021

Responsible Person: Michael Sheahan

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

Start Date: 07/01/2017 **End Date:** 06/30/2025

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:** 06/01/2021

Responsible Person: 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.

- [v7 CSE School Summary Report.pdf](#)

- [PPR Table 4 Success Rate.pdf](#)
- [Respiratory WSCHtoFTEF Ratio Worksheet SettingTarget.xlsx](#)
- [2017-18-dq-instructional-Respiratory-feedback final.docx](#)
- [Resp PLOs 2019-2020to2021-2022.docx](#)
- [PPR Table 4 Completion Rate.pdf](#)
- [Sched Matrix 2021-2022 Resp.xlsx](#)
- [annual report 200132 06 22 2015 20 02 42.pdf](#)
- [SLOCloud-2015-2016.pdf](#)
- [Annual Planning Equipment Supplies 2015.docx](#)

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