



Program Review Report

Respiratory Therapy



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Executive Summary



Institutional Mission Statement:

San Joaquin Valley College prepares graduates for professional success in business, medical, and technical career fields. The College serves a diverse student population with a common interest in professional development through career-focused higher education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction. The College identifies and responds to the educational and employment needs of the communities it serves. The College is committed to the success of every student.



Program Description:

The Respiratory Therapy program is 80 weeks in length and prepares students to be a member of a health care team that evaluates, treats, and manages patients with respiratory illness and other cardiopulmonary disorders. In addition to performing respiratory care procedures, respiratory therapists are involved in clinical decision-making and patient education. Students receive extensive clinical practice in hospitals and clinics to gain real world experience.



Objective:

Program Review is a faculty-driven inquiry process that provides a structure for continuous quality improvement of each academic program. The process brings together key program stakeholders to evaluate a wide range of data about the program in order to reflect on student learning. Upon concentrated analysis of the data portfolio, stakeholders use the results to construct plans for program improvement and enhancement.

Summary:

The Respiratory Therapy program review was delivered in an asynchronous format. This format allowed for deeper analysis of stakeholder participation, effective timeframe and historical capture. The program review began on October 14, 2016 and concluded November 25, 2016.

A total of 23 active participants completed the Preparation Self-Assessment with an average score of 70%. This self-assessment was to gauge participants' understanding of data analysis as it pertains to their program and courses. Further evaluation of these foundational concepts was demonstrated in discussion forums marked *Data Observation* and *Data Analysis*. These discussion forums were guided by the Curriculum and Assessment Department staff as facilitators.

Participants included: Program Directors, Instructors, CAO Academic Affairs, students, and employers via Advisory Board feedback.

In 2016, the RT program on all five campuses purchased ClinicalTrac and HealthStream. ClinicalTrac is a clinical management interface supporting the CoArc mandate of inter-rater reliability. HealthStream is a program used to electronically validate that a student has passed the American Heart Association skill testing requirements for the HeartCode courses. In addition, the Rancho Cordova campus purchased MyClinicalExchange and MyClinicalExchSub; database subscription sites as part of the Dignity Health System which is used by hospital sites to maintain and monitor student compliance, access and participation in rotations and orientations.

Reducing and rewriting CLOs and PLOs was a main topic in the discussion. Course outlines and mastery assessments are being revised. All revisions will be completed by July 2017.

Program Achievement Highlights: 2014 to 2015

RT

- **Course Completion** improved from 94.6% to 95%
- **Attendance** remained steady at 97.2% to 97.4%
- **Placement** improved from 51% to 70%
- **Graduation** dipped from 76% to 74%
- **Learning Outcome Achievement** improved from 75% to 81%
- **Retention:**
 - **First Term** increased from 87% to 93%. Ontario saw an 8% increase and Visalia improved 13 percentage points from 2014 to 2015. Programs overall are at 90% YTD for 2016.

Admissions:

Academic Year	RT
2014	271
2015	205
2016	230

Total Starts by Campus

Campus	2014	2015	2016
Bakersfield	45	33	27
Ontario	82	46	61
Rancho Cordova	77	51	76
Temecula	29	35	40
Visalia	38	40	26
SJVC	271	205	230

RT Licensure:

Revised: 10.20.16						
Programmatic Accreditation w/Threshold Requirement						
Program	Campus	Test(s)	Pass Rate 2014	Pass Rate 2015 - Data Collection Period still Open for This Year	Pass Rate 2016 - Data Collection Period still Open for This Year	Programmatic Standard/ Threshold (Minimum)
Respiratory Therapy	Bakersfield	NBRC: Certified RT Credential (CRT)	100% (49)	97.0%	96.0%	AS OF TODAY, 80% of total number of graduates obtaining NBRC CRT credential (3 year average)
	Rancho Cordova	NBRC: Registered RT Credential (RRT)	91% (71)	98.0%	97.0%	
		NBRC: Certified RT Credential (CRT)	100% (78)	100.0%	96.0%	
	Ontario	NBRC: Registered RT Credential (RRT)	93%	93.0%	90.0%	
		NBRC: Certified RT Credential (CRT)	99% (70)	97.0%	92.0%	
	Temecula	NBRC: Registered RT Credential (RRT)	90% (40)	100.0%	100.0%	
		NBRC: Certified RT Credential (CRT)	100% (40)	100.0%	100.0%	
	Visalia	NBRC: Registered RT Credential (RRT)	90% (37)	69% 20/29	61.0%	
		NBRC: Certified RT Credential (CRT)	100% (41)	79% 23/29	71.0%	

In January 2015, the CRT and WRRT were combined into the Therapist’s Multiple Choice (TMC) exam. In order to obtain an RRT credential, which is required for employment in CA, grads must pass the TMC exam at a rate of 94%; attaining the lower threshold awards only the CRT (which does not allow for employment in CA); attaining the higher threshold allows the candidate to then sit for the Clinical Simulation Exam (CSE). Only upon passing the CSE is the RRT credential awarded.

While programs are required to meet 88% for CRT, there is no current threshold for RRT. However, as CA requires RRT for employment, an *internal* threshold of 80% has been suggested by Greg Osborn (CAO Director of Program Compliance/Accreditation) to ensure that we are maintaining a high rate of licensure which also assists with placement.

*Visalia experienced curriculum and personnel changes. In the 2015 advisory board minutes, the program director expressed that students were memorizing questions and not applying critical thinking concepts. Visalia adopted an adaptive learning tool for quizzing students prior to the TMC and CSE. There was a direct correlation between students who performed well on the TMC exam and in clinical simulations.

Placement:

	Q1	Q2	Q3	Q4	Average
2014	30%	68%	50%	56%	51%
2015	63%	76%	71%	70%	70%

Placement rate calculations include standards and definitions which changed substantially effective July 2016. These are not an accurate reflection of graduate placement under the new standards and definitions, and are suitable for internal use only, and then only as comparative rather than absolute measures.

Participants expressed opportunities for placement improvement and increased ownership from every department. Students can seek sub-acute, post-acute, pulmonary rehabilitation, home health and out of area employment opportunities. Soft skills and professionalism improvement was a recommendation by employers during Advisory Board sessions.

Resources

Textbooks:

The number of textbooks was reduced and standardized based on instructor input. Bundles were separated and itemized on the Approved Textbook List to comply with the Department of Education regulation on tuition unbundling. The Comprehensive Respiratory Therapist Exam Review and the Preparation Guide were adopted. The revised ATL was reviewed and approved by Program Review participants.

Library and Learning Resources Center Survey:

9/23 participants completed the LLRC Survey. Below are the summaries of that survey. See Action Item #6 on page 12 for a response to the survey requests.

Responses	Sufficient Resources for Faculty	Sufficient Resources for Students
Yes	74%	73%
No	5%	10%
N/A	21%	17%

Resources that need improvement are communicated to the LLRC Corporate Liaison and disseminated to each campus LLRC:

* The Corporate Coordinator of Library and Learning Resources reviews the survey results and follows up with campus leadership as needed.

- Some books are outdated (Ontario)
- Would like to have the C & S Solutions modules that used to be available on all computers for students to access on campus and at home re-established. (Cordova)
- Additional computers in the LRC to access LIRN- (Note: computer labs are available throughout each campus to access LIRN) (Cordova)
- Need thorough evaluation of the eLearning resources to determine what may be deleted/procured (Cordova)

- Need more journal articles from our AARC and CSRC organizations either online or physical copies
- YouTube directory of videos relevant to each course (Ontario)
- Increase computers (Cordova)
- Need more time to review and make suggestions (Cordova)
- Add Dana Oakes books- Hemodynamic monitoring pocket books for students (Vis)

Support Resources:

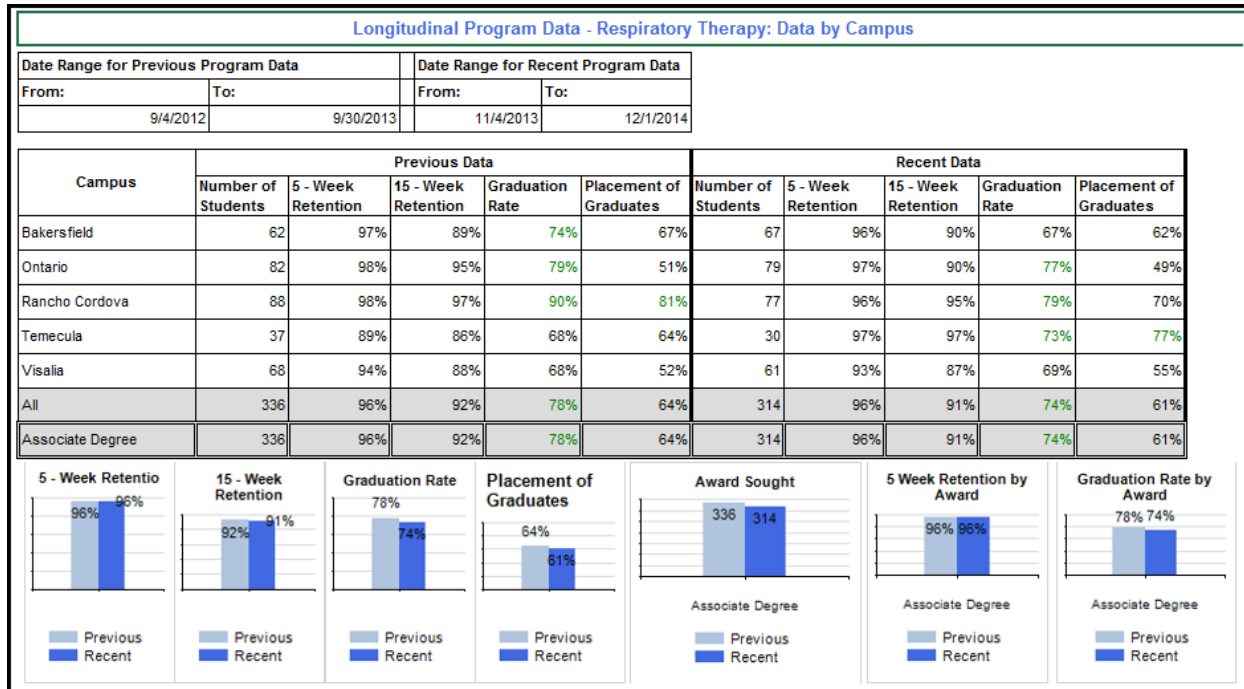
- Suggest that RT instructors (Benton and McCord) meet with career services to develop a resume template that is relevant to RCP employment (Ontario)
- Add more computers (Cordova)
- Add computers in the LLRC (Cordova)
- More computers and bigger/better printers in the LLRC (Vis)

Library Resources:

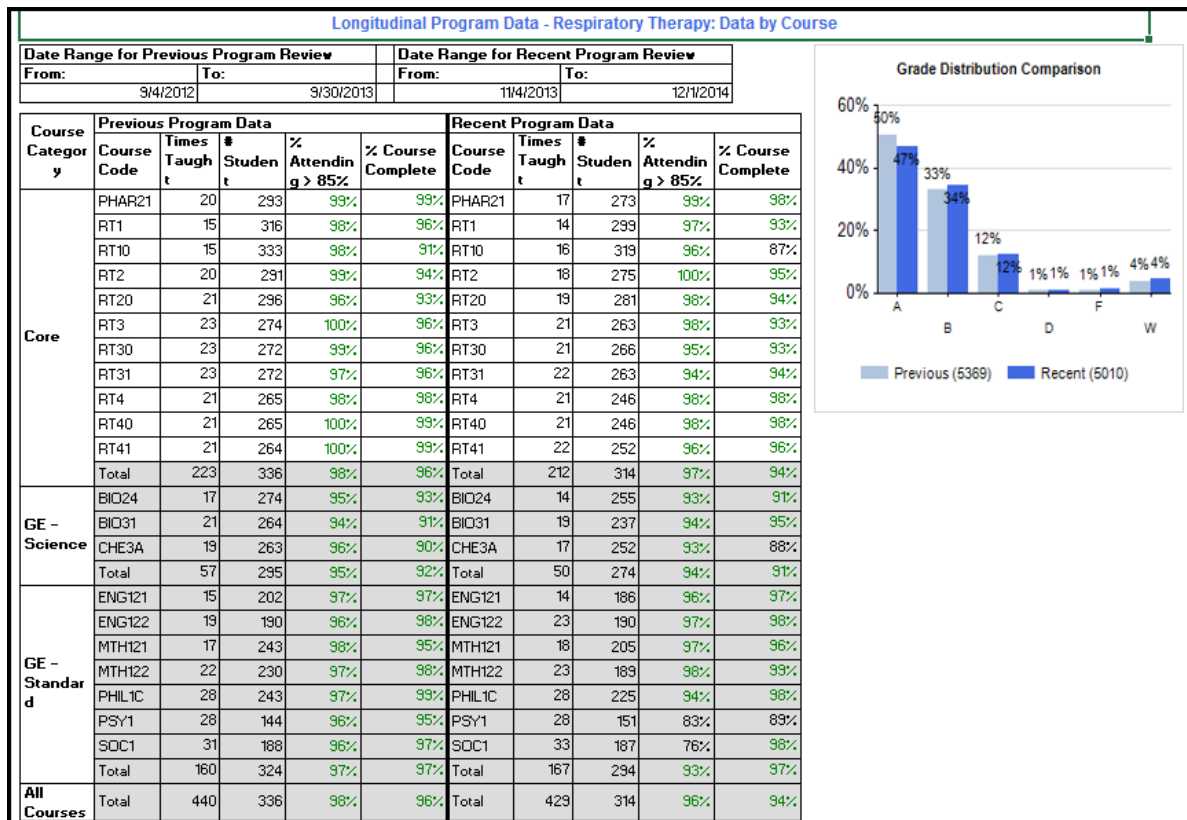
SJVC is improving its library collections. An institutional subscription to Ebrary Academic Complete (referred to hereinafter as "Ebrary") has been purchased. Ebrary, an online digital library database, provides access to more than 128,000 titles from leading publishers. Subject collections align with curricular foci for both core and general education courses. While library resources are being added through the library resource acquisition process, a formal evaluation of the available resources for every academic program and general education courses was conducted in spring 2016. Based upon the evaluation results, additional resources may be purchased to ensure that library holdings effectively support instruction.

Course Statistics

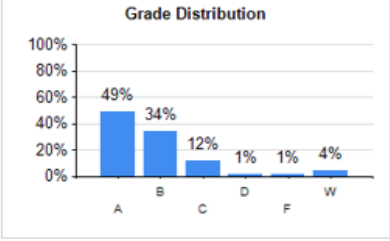
RT Longitudinal Program Data by Campus



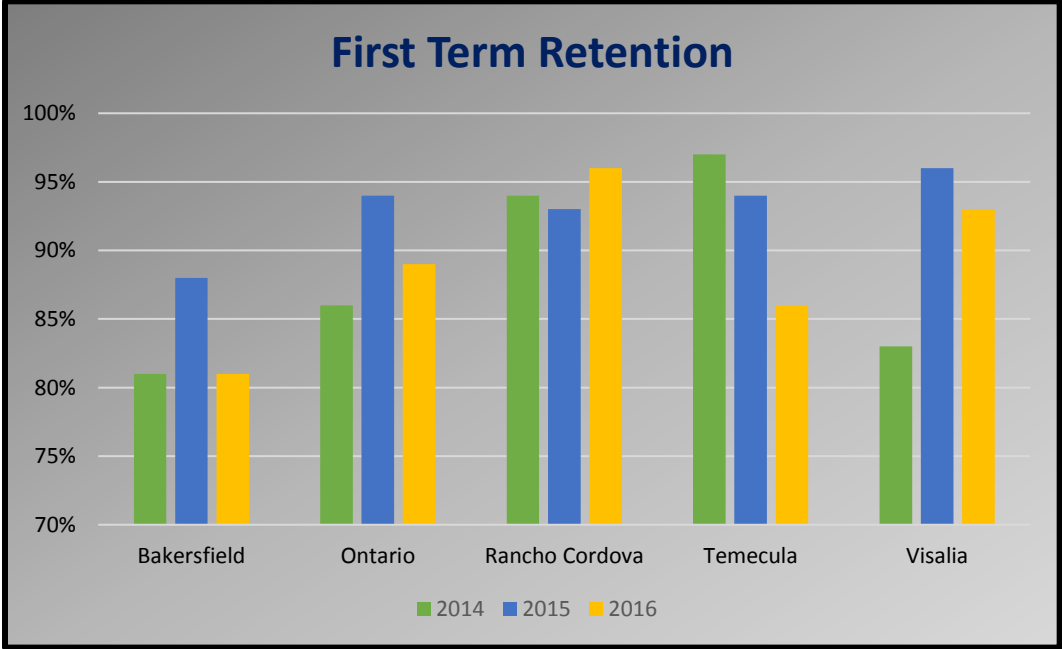
RT Longitudinal Program Data- Core Course



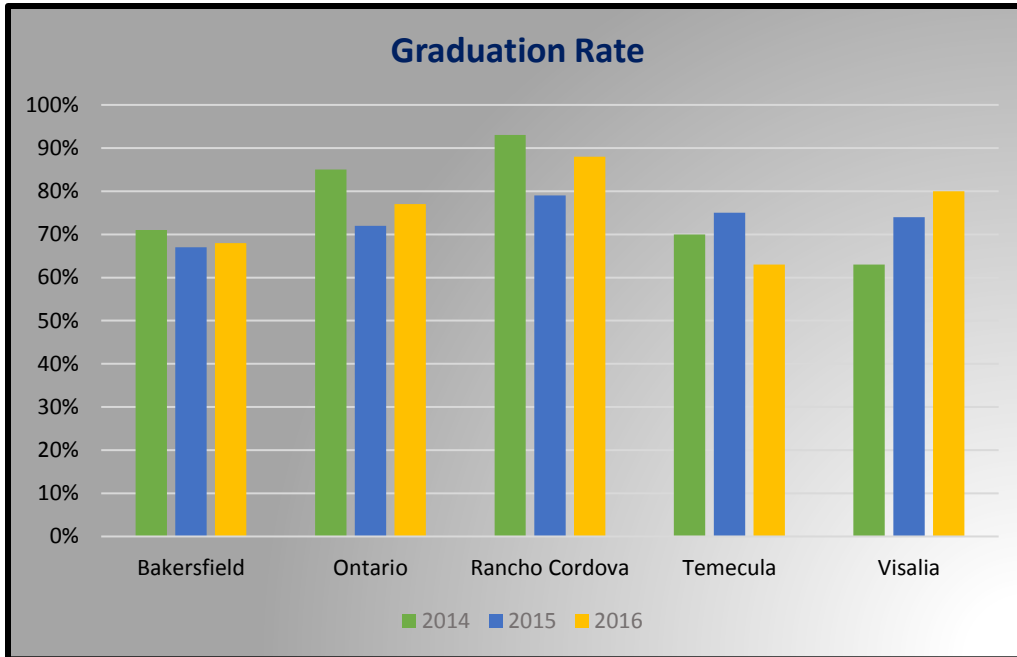
Current Program Data - Respiratory Therapy					
Date Range of Current Program Measures					
From:		To:			
6/9/2014		6/27/2016			
Course Category	Course Code	Times Taught	# Students	% Attending >	% Course Complete
Core	PHAR21	31	602	99%	96%
	RT1	22	427	98%	96%
	RT10	20	396	97%	92%
	RT10A	7	141	96%	93%
	RT10B	2	48	100%	100%
	RT2	25	463	100%	94%
	RT20	27	521	97%	94%
	RT3	26	474	99%	95%
	RT30	26	480	97%	94%
	RT31	26	474	96%	95%
	RT4	26	458	99%	98%
	RT40	26	457	98%	98%
	RT41	26	463	97%	97%
	Total	290	797	98%	95%
GE - Science	BIO24	27	433	94%	93%
	BIO31	25	410	94%	93%
	CHE3A	27	443	95%	91%
	Total	79	562	95%	93%
GE - Standard	ENG121	25	223	95%	96%
	ENG122	43	310	95%	98%
	MTH121	30	291	95%	95%
	MTH122	35	313	98%	99%
	PHILIC	45	412	94%	99%
	PSY1	44	275	84%	92%
	SOC1	48	298	87%	97%
	Total	270	651	93%	97%
All Courses	Total	639	805	97%	95%



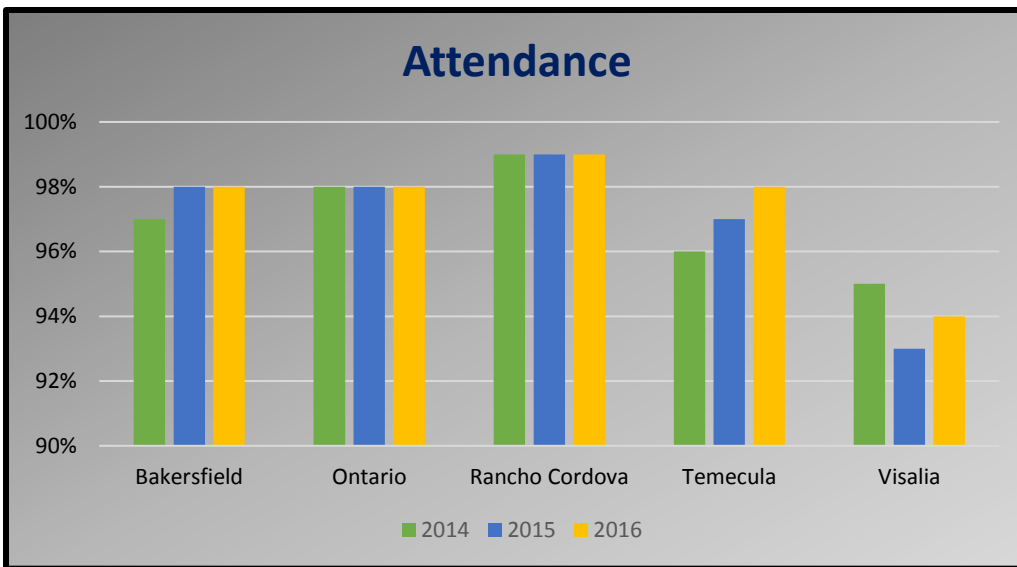
Retention:



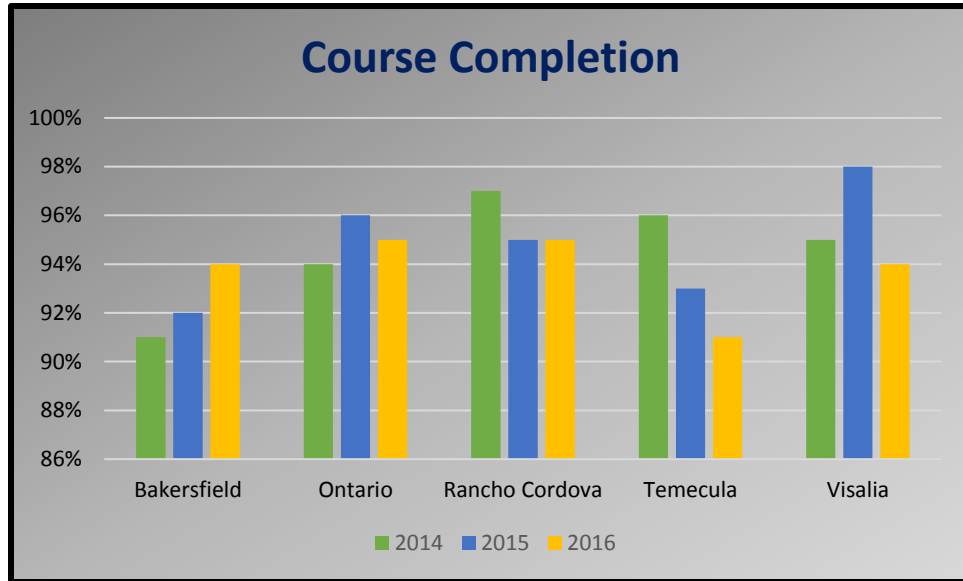
Graduation:



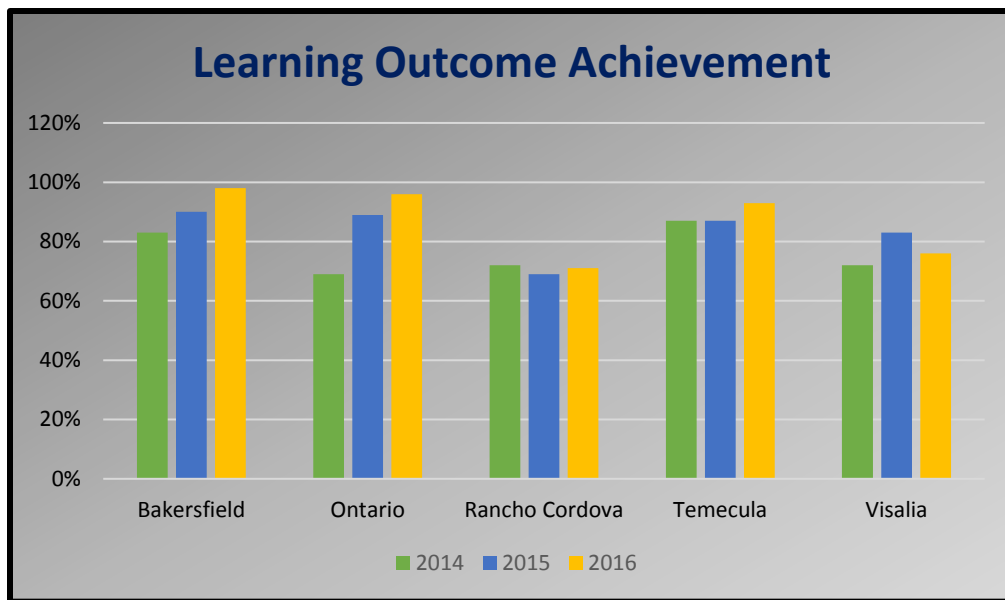
Attendance:



Course Completion:



Student Learning Outcomes:



Milestones

Action Items from Program Review 2016		
2016 Actions	Status	Expected Outcome
Action 1: Update course outlines with mapped CLOs	In progress Due July 2017	Institutional compliance
Action 2: Mastery assessments will be revised and mapped to the CLOs	RT10A and 10B, RT30A and RT20 are complete RT30B is in progress Due July 2017	Remaining courses to be revised are PHAR21, RT31, and RT40
Action 3: CLOs will be mapped to the PLOs	In progress Due July 2017	Alignment of CLOs and PLOs
Action 4: Revise the Clinical Proficiency Manual and migrate it to the ClinicalTrac system	In progress	Align with the ClinicalTrac system -compliance with COARC and better documentation of student performance
Action 5: Update the RT Handbook: faculty listing and modifications to the clinical attendance and clinical competencies	In progress	Accurate listing of faculty and alignment with the ClinicalTrac system
Action 6: LLRC survey responses	Completed	WASC compliance-augmented library resources- Increased quantity, depth and variety of library resources

Closing the Loop:

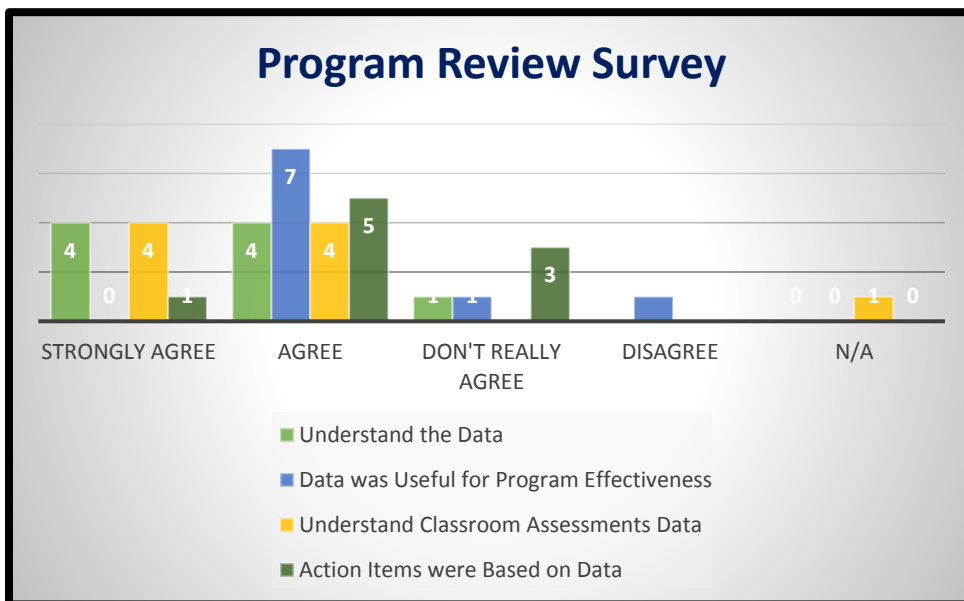
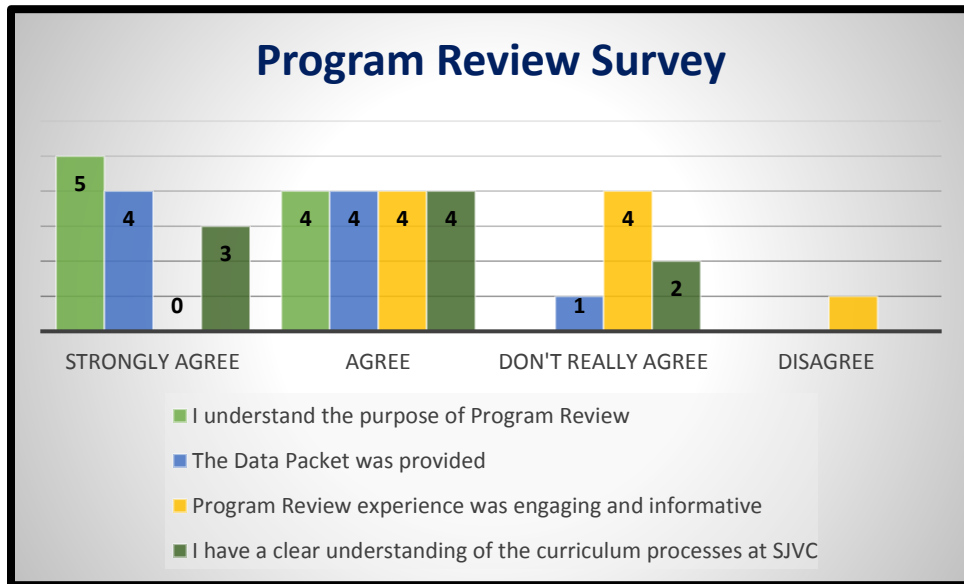
Action Items from Program Review 2012			
2012 Actions	Status	Expected Outcome	Impact
Action 1: The RT faculty is to review the RT Program Assessment Plan in its entirety and provide feedback to the RT Assessment Coordinator, Bruce Dearing	Completed	Ongoing institutional initiatives in instruction and assessment are to be continued and monitored	Aligns with the institutional mission, values and ILOs and PLO achievement

<p>Action 2: The PD and faculty for each campus were tasked with completing the alignment matrices as a group and forwarding them to Bruce Dearing, RT Assessment Coordinator</p>	<p>No longer applies due to planned ASRT course changes</p>	<p>Provide for visual documentation of the alignment of outcomes for the RT courses</p>	<p>N/A</p>
<p>Action 3: The program director and faculty for each campus were tasked with completing and forwarding Course Assessment Plans to Bruce Dearing, RT Assessment Coordinator</p>	<p>Completed</p>	<p>Identification of assessment tools for all courses</p>	<p>Accurately identifies course assessments aligned with CLOs</p>
<p>Action 4: Bruce Dearing will facilitate a series of meetings (Rubric Rodeo's) to develop authentic assessment strategies</p>	<p>Completed</p>	<p>Ongoing institutional initiatives in instruction and assessment are to be continued and monitored</p>	<p>Ensure the development of appropriate authentic assessments and have them in place by the dates indicated in the RT Program Assessment Plan</p>

Advisory Board:

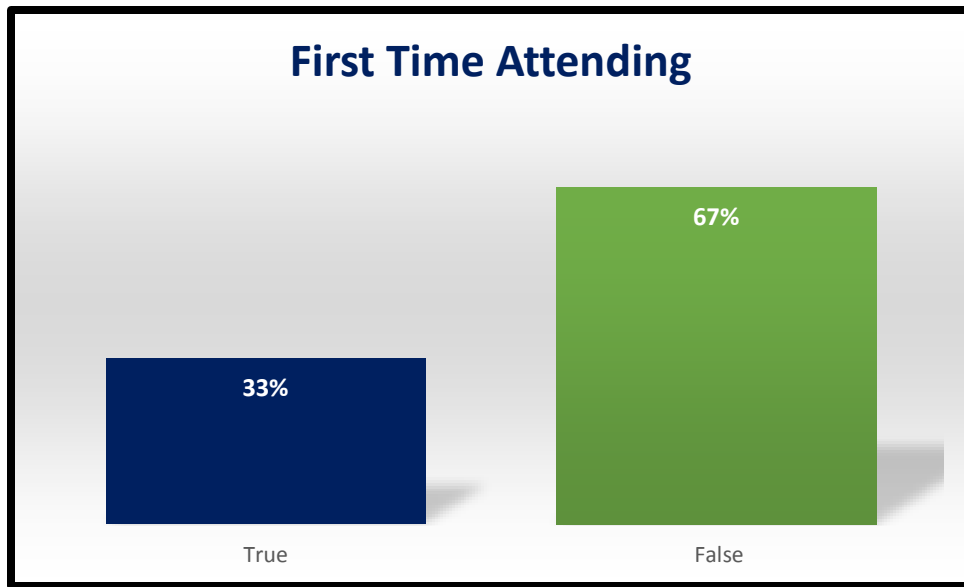
Minutes from the most recent Advisory Board Meetings can be viewed on InfoZone>Departments>Career Services>Advisory Board Documents>Minutes>Medical Programs>Respiratory Therapy.

Program Review Experience



Comments:

- Positives:
 - Platform was convenient in that we had time to interact. However, the participation was primarily between Rancho Cordova and Ontario.
 - The opportunity to provide input is awesome!
 - It is always intriguing to read what other campus' have to say about the same concerns we have as well as bringing up any different issues/concerns they may have regarding something in particular about the RT program.
 - Available for input from multiple parties
 - The review of the data gave me a good perspective of how our campus is performing
 - Allowing my voice to be heard
 - Being able to have a voice
 - Coming to a consensus regarding student success
- Improvement Suggestions:
 - Getting everyone to participate was frustrating and therefore would prefer in-person program reviews
 - Add more surveys geared to multiple audiences. Too much information. Conduct a separate review for didactic and clinical instructors
 - Disappointed that the data was from previous years and not from 2016 and from the lack of participation from other campuses
 - All programs need to get together to make final decisions (a pre-program review). Online format is too informal
 - Need face to face meeting, especially for first time users. Difficult to know where to find different resource material and to click on content tab. During the time of program review the Visalia campus experienced staffing issues
 - Interaction was missing due to the online format
 - Recommend proof-reading clinical program books before posting for suggestions of improvements and that the person proofing would be given more time
 - Need more time
 - Program review should be held live and in person

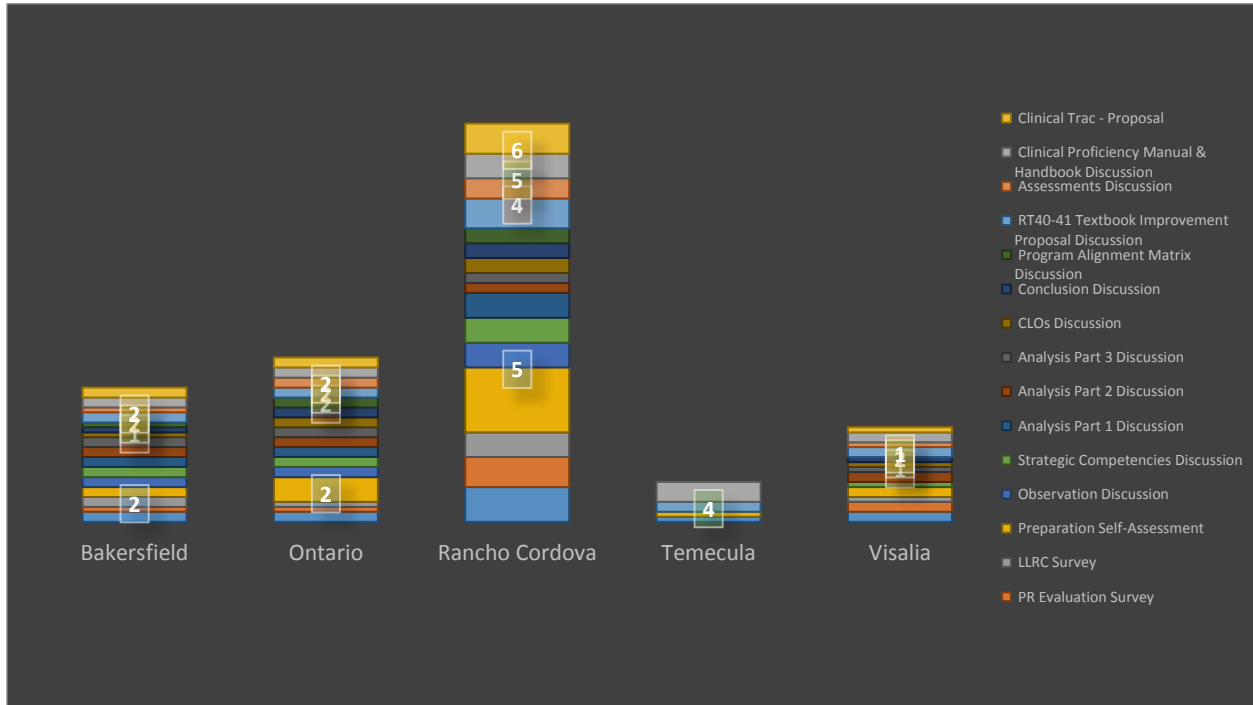


Improvement Proposal:

Two proposals were submitted for review; textbook proposal and a purchase proposal (ClinicalTrac). Both were approved by the faculty and program directors.

Participation

2016 RT Program Review Attendance Tracking



Topic Name	Number of Posts		
	Threads	Replies	Pinned
Strategic Competencies Discussion	5	13	0
Analysis Part 1 Discussion	4	10	0
Analysis Part 2 Discussion	6	5	0
Analysis Part 3 Discussion	5	7	0
Conclusion Discussion	2	12	0
Program Alignment Matrix Discussion	3	5	2
Observation Discussion	6	9	0
Assessments Discussion	1	7	0
CLOs Discussion	11	13	10
Clinical Proficiency Manual & Handbook Discussion	6	23	6
RT40-41 Textbook Improvement Proposal Discussion	9	20	0
Clinical Trac - Proposal	11	8	0
Total	69	132	18