

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Respiratory Care

Term/Year of Review: Spring 2022

Summary of Program Review:

A. Major Findings

1. Strengths:

- Dedicated faculty
- Variety of clinical sites
- Lab equipment including a simulation lab.

2. Areas for Improvement:

- Continue to update equipment to provide current technology used in hospitals
- Proper maintenance of respiratory therapy equipment and technology (i.e. PCs, Wi-Fi, ventilators)

3. Projected Program Growth, Stability, or Viability:

Program is expected to remain stable and viable.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The institutional mission that emphasizes student learning and achievement aligns with the Respiratory Care Program's goals of preparing our students to meet the expectations of mastering cognitive, affective and psychomotor domains.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Program was recognized by the Commission for Accreditation of Respiratory Care (CoARC), the accrediting body, as a Distinguished Program after achieving >90% success in the RRT credential exam (for first-time licensure exam pass rates)

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Currently researching and developing a plan to apply to offer the Bachelor of Science in Respiratory Care after the passing of AB-927.

C. New Objectives/Goals:

Apply for, and receive, authorization to provide/offer a Bachelor of Science in Respiratory Care.

D. Description of Process Used to Ensure “Inclusive Program Review”

This report is shared with the entire faculty for input during the data and information collection process and the review of the final document.

Program Review Report

Spring 2022

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Respiratory Care
Degree(s)/Certificate(s)	Respiratory Care: AS
Courses	RESP-120
	RESP-130
	RESP-140
	RESP-150
	RESP-160
	RESP-170
	RESP-175
	RESP-185
	RESP-200
	RESP-210
	RESP-220
	RESP-230
	RESP-250
	RESP-260
	RESP-270
	RESP-280
	RESP-290
	RESP-290B
	RESP-292

Taxonomy of Programs, June 2021

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Headcount				
Within the Program	48	53	55	14.6%
Across the Institution	8,176	8,181	7,208	-11.8%
Enrollments				
RESP-120	26	28	25	-3.8%
RESP-130	26	28	25	-3.8%
RESP-140	26	28	25	-3.8%
RESP-150	24	27	21	-12.5%
RESP-160	24	27	21	-12.5%
RESP-170	24	27	21	-12.5%
RESP-175	24	27	21	-12.5%
RESP-185	22	24	27	22.7%
RESP-200	22	24	29	31.8%
RESP-210	22	24	28	27.3%
RESP-220	22	24	29	31.8%
RESP-230	22	24	28	27.3%
RESP-250	22	24	28	27.3%
RESP-260	20	22	29	45.0%
RESP-270	20	22	29	45.0%
RESP-280	20	22	29	45.0%
RESP-290	20	22	29	45.0%
RESP-290B	20	22	29	45.0%
RESP-292	20	22	29	45.0%
Within the Program	426	468	502	17.8%
Across the Institution	32,545	33,102	30,409	-6.6%
<i>Source: SQL Enrollment Files</i>				

***RPIE Analysis:** The number of students enrolled (headcount) in the Respiratory Care Program increased by 14.6% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Respiratory Care Program increased by 17.8%, while enrollment across the institution decreased by 6.6%*

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2018-2019 and 2020-2021:

Courses with enrollment increases:

- RESP-260 (45.0%)
- RESP-270 (45.0%)
- RESP-280 (45.0%)
- RESP-290 (45.0%)

- RESP-290B (45.0%)
- RESP-292 (45.0%)
- RESP-200 (31.8%)
- RESP-220 (31.8%)
- RESP-210 (27.3%)
- RESP-230 (27.3%)
- RESP-250 (27.3%)
- RESP-185 (22.7%)

Courses with enrollment decreases:

- RESP-150 (-12.5%)
- RESP-160 (-12.5%)
- RESP-170 (-12.5%)
- RESP-175 (-12.5%)

Program Reflection:

The program continues to receive over 40 applications per start. Currently we have received 39 applications so far for the 2022 Fall Start. Clinical site constraints limits us to a start of 25 students per cohort. The decrease in enrollment noted in RESP 150, 160, 170 and 175 are a reflection of our typical attrition within the first semester of the program.

2. Average Class Size

	2018-2019		2019-2020		2020-2021		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
RESP-120	1	26.0	1	28.0	1	25.0	26.3	-3.8%
RESP-130	1	26.0	1	28.0	1	25.0	26.3	-3.8%
RESP-140	1	26.0	1	28.0	1	25.0	26.3	-3.8%
RESP-150	1	24.0	1	27.0	1	21.0	24.0	-12.5%
RESP-160	1	24.0	1	27.0	1	21.0	24.0	-12.5%
RESP-170	1	24.0	1	27.0	1	21.0	24.0	-12.5%
RESP-175	1	24.0	1	27.0	1	21.0	24.0	-12.5%
RESP-185	1	22.0	1	24.0	1	27.0	24.3	22.7%
RESP-200	1	22.0	1	24.0	1	29.0	25.0	31.8%
RESP-210	1	22.0	1	24.0	1	28.0	24.7	27.3%
RESP-220	1	22.0	1	24.0	1	29.0	25.0	31.8%
RESP-230	1	22.0	1	24.0	1	28.0	24.7	27.3%
RESP-250	1	22.0	1	24.0	1	28.0	24.7	27.3%
RESP-260	1	20.0	1	22.0	1	29.0	23.7	45.0%
RESP-270	2	10.0	2	11.0	2	14.5	11.8	45.0%
RESP-280	1	20.0	1	22.0	1	29.0	23.7	45.0%
RESP-290	1	20.0	1	22.0	1	29.0	23.7	45.0%
RESP-290B	1	20.0	1	22.0	1	29.0	23.7	45.0%
RESP-292	1	20.0	1	22.0	1	29.0	23.7	45.0%
Program Average*	20	21.3	20	23.4	20	25.1	23.3	17.8%

Institutional Average*	1,313	24.8	1,348	24.6	1,171	25.9	25.1	4.4%
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Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

Concurrent courses are reported as one observation.

- RESP-130 and other RESP-130 sections reported as RESP-130
- RESP-210 and other RESP-210 sections reported as RESP-210

***RPIE Analysis:** Over the past three years, the Respiratory Care Program has claimed an average of 23.3 students per section. The average class size in the program has been lower the average class size of 25.1 students per section across the institution during this period. Average class size in the program increased by 17.8% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.*

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2018-2019 and 2020-2021:

Courses with increases in average class size:

- RESP-260 (45.0%)
- RESP-270 (45.0%)
- RESP-280 (45.0%)
- RESP-290 (45.0%)
- RESP-290B (45.0%)
- RESP-292 (45.0%)
- RESP-200 (31.8%)
- RESP-220 (31.8%)
- RESP-210 (27.3%)
- RESP-230 (27.3%)
- RESP-250 (27.3%)
- RESP-185 (22.7%)

Courses with decreases in average class size:

- RESP-150 (-12.5%)
- RESP-160 (-12.5%)
- RESP-170 (-12.5%)
- RESP-175 (-12.5%)

Program Reflection:

The data is reflective of common patterns within the program. The decreases in average class sizes in courses RESP 150, 160, 170 and 175 demonstrate that the majority of program attrition occurs in the first semester/year. The increases in average class size in the above courses result from returning students who are repeating previously failed courses. Per longstanding program policy and philosophy, a student may return once with an opportunity to continue in the program at the point where they failed with faculty approval and remediation and refreshing of the semester courses at the point of failure..

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2018-2019	404	530	76.2%
2019-2020	444	560	79.3%
2020-2021	475	560	84.8%
Three-Year Program Total	1,323	1,650	80.2%
Institutional Level	83,156	101,258	82.1%
Productivity*			
	FTES	FTEF	Productivity
2018-2019	66.4	7.8	8.5
2019-2020	72.7	7.8	9.3
2020-2021	68.2	10.0	6.8
Three-Year Program Total	207.3	25.6	8.1
Source: SQL Enrollment and Course Sections Files			

***RPIE Analysis:** Fill rates within the Respiratory Care Program tend to be lower than the fill rate at the institutional level, although the program-level rate exceeded the three-year institutional rate in 2020-2021. [Compare program-level rate of 80.2% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, both enrollment and capacity increased, resulting in an increase in fill rate (due to a higher rate of increase in enrollment). Between 2019-2020 and 2020-2021, enrollment increased while capacity remained stable, resulting in an increase in fill rate.*

Productivity ranges from 6.8 to 9.3 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 8.1 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include three Respiratory Care section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

The program continues to be limited with how many students can be enrolled due to challenges with clinical placement availability which has been exacerbated the past two years due to the pandemic. The program is actively engaged in seeking new clinical opportunities which would then allow the program to increase enrollment. In regard to productivity, the program is restricted by accrediting standards that dictate maximum student/faculty ratios in lab and clinical. The current number of faculty ensures compliance with the CoARC requirements and limitations in adjunct instructor hours.

4. Labor Market Demand

Economic Development Department Standard Occupational Classification Description (SOC Code): 29-1126	Numeric Change in Employment	Projected Growth (% Change in Positions; 2018 Base Employment vs. 2028 Projected Employment)	Projected Number of Positions
Napa County (2018-2028)	--	--	--
Bay Area ^A (2018-2028)	+870	+27.8%	4,000
California (2018-2028)	+4,900	+27.8%	22,500
<i>Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (http://www.labormarketinfo.edd.ca.gov)</i> ^A Bay Area counties include: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).			

RPIE Analysis: The figures reported in the table above pertain to Standard Occupational Classifications for the following positions:

- Respiratory therapists

The Economic Development Department projects an increase of 870 positions for the Respiratory Care Program by 2028 (compared to 2018). This increase in positions translates into a 27.8% increase for the industry within the Bay Area (2018-2028), which is consistent with the projected growth in California (for 2018 through 2028).

Program Reflection:

The program continues to see increased interest in potential candidates as evidenced by increased attendance at the Information Meetings offered prior to admission and by the number of submitted applications. We expect our graduates to continue to have high success in securing job placement following completion of the program. We continue to support the students in ensuring that they have completed a resume that has been reviewed by both program faculty and the program coordinator and to require participation in a mock job interview prior to completion of the program. RESP 292, which is our preceptorship course, continues to be a source of job placement creation as many of our graduates secure their first job as a result of their preceptorship.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
RESP-120	94.4%		X	94.4%		X
RESP-130	94.4%		X	94.4%		X
RESP-140	94.4%		X	94.4%		X
RESP-150	100%	X		100%	--	--
RESP-160	100%	X		100%	--	--
RESP-170	100%	X		100%	--	--
RESP-175	100%	X		100%	--	--
RESP-185	100%	X		100%	--	--
RESP-200	97.8%	--	--	95.7%		X
RESP-210	97.8%	--	--	95.7%		X
RESP-220	97.8%	--	--	93.5%		X
RESP-230	97.8%	--	--	97.8%	--	--
RESP-250	97.8%	--	--	97.8%	--	--
RESP-260	100%	X		100%	X	
RESP-270	100%	X		100%	X	
RESP-280	100%	X		100%	X	
RESP-290	100%	X		100%	X	
RESP-290B	100%	X		100%	X	
RESP-292	100%	X		100%	X	
Program Level	98.4%			98.0%		
Institutional Level	90.3%			75.6%		

Source: SQL Enrollment Files

-- Indicates a value that is within 1% of the program-level rate.

Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.

Bold denotes a statistically significant difference between the program-level rate and the institutional rate.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Respiratory Care Program was significantly higher than the rate at the institutional level. The retention

rates for RESP-120, RESP-130, and RESP-140 were significantly lower than the program-level rate. There were no courses with retention rates that were significantly higher than the program-level rate. The retention rate for the Respiratory Care Program falls in the 91st percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Respiratory Care Program was significantly higher than the rate at the institutional level. The successful course completion rates for RESP-120, RESP-130, RESP-140, and RESP-220 were significantly lower than the program-level rate. There were no courses with successful course completion rates that were significantly higher than the program-level rate. The successful course completion rate for the Respiratory Care Program falls in the 98th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (0.4%) was significantly lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

No Respiratory Care Program courses claimed differences between retention and successful course completion that exceeded 10%.

Program Reflection:

Although most of the program's attrition normally occurs in the first semester, which is to be expected in a challenging clinical/vocational program, we continue to have excellent retention in subsequent semesters due in large part to our dedicated faculty. Our faculty successfully engages our students, deliver expert level content, motivate and support the students' needs.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	95.3%	86.8%	95.3%	65.0%
Latinx/Hispanic			99.6%	72.6%
First Generation			98.2%	74.4%

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Respiratory Care Program, the retention rate among African American/Black students was significantly higher than the rate at the institutional level.

Within the Respiratory Care Program, the successful course completion rates among African American/Black, Latinx/Hispanic, and First Generation students were significantly higher than the corresponding rates at the institutional level.

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates exceeded the institution-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

One of our areas of strength, as reflected by the above data, is our inclusivity and our support for all students regardless of their background.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

This section does not apply to the Respiratory Care Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2018-2019 and 2019-2020.

B. Student Achievement

1. Program Completion

	2018-2019	2019-2020	2020-2021
Degrees			
Respiratory Care: AS	20	22	28
Institutional: AS Degrees	386	408	408
Average Time to Degree (in Years)*			
Respiratory Care: AS	5	4	4
Institutional: AS	4	4	3

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

RPIE Analysis: The number of AS degrees conferred by the Respiratory Care Program increased by 40% between 2018-2019 and 2020-2021. Over the same period, the number of AS degrees conferred by the institution increased by 5.7%. The Respiratory Care Program accounted for 5.2% of the AS degrees conferred in 2018-2019 and 6.9% of those conferred in 2020-2021. The average time to degree among Respiratory Care AS recipients ranged from four to five years. The average time to degree among AS degree recipients across the institution was three to four years.

Program Reflection:

The prerequisites for the program generally account for the first one/two years of the time to complete the AS Degree in Respiratory Care. The science requirements and the recently changed (since the last Program Review) math requirement to a transfer-level math generally take 1-2 years to complete before a student would be eligible to enroll in the Respiratory Care Program. Once the student is enrolled in the program, the courses are prescribed and it takes four semesters and one summer course (RESP 185 taken between semesters 2 and 3) to complete the program.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	60% (75%)	100%	89%	100%	97.0%
Licensure Exam Pass Rate Pt.1	80% (100%)	92%	100%	86%	
Licensure Exam Pass Rate Pt. 2		67%	80%	80%	
Sources: Perkins IV Core 4 Employment data for Program (TOP Code: 1210) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx); https://coarc.com/students/programmatic-outcomes-data/					
*Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.					

RPIE Analysis: Among Respiratory Care Program students, job placement rates have consistently exceeded the program-set standard (of 60%) and stretch goal (of 75%).

Among Respiratory Care Program students, licensure exam pass rates for part 1 of the exam have consistently exceeded the program-set standard (of 80%). Licensure exam pass rates for part 1 met the stretch goal (of 100%) in one of the three years.

Among Respiratory Care Program students, licensure exam pass rates for part 2 of the exam exceeded the program-set standard (of 80%) in two of the three years. Licensure exam pass rates for part 2 of the exam have not met the stretch goal (of 100%).

Program Reflection:

The Respiratory Care Programs offers an intensive two-year program that his highly respected in the field and a nationally recognized educator in the discipline. Students are held to high standards, are supported with faculty expertise, knowledge, mentoring, and real-world experience so that they are ready to enter the workforce upon completion. The students benefit from the end-of-program study program and test taking strategy seminars held by current and former faculty. Quite simply, a student who completes the program is truly qualified to take and pass the licensure exams on the first attempt.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review (Courses with last review dates of 6 years or more must be scheduled for immediate review)	Has Prerequisite* Yes/No & Data of Last Review	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
RESP	120	8/13/2021	Yes			X
RESP	130	8/10/2010	No			X
RESP	140	4/8/2010	No			X
RESP	150	8/10/2010	Yes			X
RESP	160	8/10/2010	Yes			X
RESP	170	8/14/2020	Yes			X
RESP	175	1/20/2022	Yes	In Process (NS)		X
RESP	185	8/12/2019	Yes			X
RESP	200	8/11/2014	Yes			X
RESP	210	8/13/2018	Yes			X
RESP	220	8/14/2020	Yes			X
RESP	230	8/11/2014	Yes			X
RESP	250	8/1/2019	Yes			X
RESP	260	6/1/2018	Yes			X
RESP	270	8/20/2012	Yes			X
RESP	280	8/20/2012	Yes			X
RESP	290	8/12/2019	Yes			X

RESP	290B	8/14/2020	No			X
RESP	292	8/20/2012	Yes			X

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates⁺

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
AS in Respiratory Care	8/12/2019	Yes			X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

⁺Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

Courses 130, 140, 150, 160, 200, 230, 270, 280 and 292 have not been reviewed for 6 years or more and will be scheduled for review.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
19	18	19	95%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Respiratory Care: AS Degree	3	3	3	100%	100%

Program Reflection:

All courses learning outcomes are evaluated at least every four years.

B. Summary of Learning Outcomes Assessment Findings and Actions

Assessment of student learning outcomes have contributed to several programmatic changes such as:

1. Purchasing of needed supplies
2. The hiring of more staff to support lab activities
3. New lesson plans
4. Addition of a lab to the Neo/Peds course

Program Reflection:

We continue to utilize the evaluation of student learning outcomes to improve delivery of pedagogy, maintain excellent program outcomes and student satisfaction.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ☐ Viability
- ☒ Stability
- ☐ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The program data provides evidence of a stability and positive student and program outcomes. Evaluation will be ongoing in an effort address any areas in need of improvement. The program will continue to identify potential clinical sites that will allow it to grow enrollment to capacity. The program will take advantage of the passing of AB-927 to offer our graduates the opportunity to earn their BSRC at Napa Valley College. The program will seek to keep equipment up-to-date and properly maintained via contracts to avoid costly single unit charges.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Respiratory Care

Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Expand clinical sites	IA1,3	05/01/2022	Addition of clinical sites
Offer the BSRC	IB3	Submit application by 8/1/2022	Approval from CCCCO

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

1. The program has a dedicated, full-time Clinical Coordinator that will pursue new clinical partners.
2. The program has a dedicated, full-time Program Coordinator and Clinical Coordinator that possesses the required education and experience to support the plans to offer a BSRC at Napa Valley College.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- RESP 211 was absorbed into 210 in order to ensure continuity and effective coordination
- RESP 230 Neo/Peds Lab was added to support RESP 220 (didactic portion)
- Clinical support was increased by hiring additional clinical instructors
- RESP 260 was increased by 30 minutes to facilitate adequate delivery of material
- RESP 175 has been revised/improved for implementation in Spring 2023 with minor changes to reflect recent changes in the field of delivery of services
- High-fidelity simulation lab was moved from Yountville to the HEOC Building

B. Effective Practices

- Program has dedicated faculty with a wide range of experiences in the field of Respiratory Care.
- Program has supportive clinical sites that offer the students a wide variety of experiences.
- Program has dedicated classrooms with up-to-date equipment and technology.
- Program has a simulation lab that provides students with real-life simulation experiences.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Harris, Senior Dean

Date:

4/29/2022

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The Respiratory Care Program has been, and continues to be, a shining star in its delivery of material, support of student success, and the education/training of competent and immediately employable students who are recognized by healthcare professionals as being well trained and educated. The continued and on-going success, as evidenced by retention and persistence rates and ultimately the first-time licensure examination pass rates has resulted in national recognition of the program for its excellence.

The faculty continues to be responsive the revision of curriculum within the program to insure students receive the most recent/up-to-date education that will benefit them when they enter the workforce and practice as a Licensed Respiratory Care Practitioner.

A significant component of the success of the program and student success is the mentoring, caring, and nurturing atmosphere that students enter when they come to the program. The faculty are all licensed healthcare professionals who are, with few exceptions, practicing their discipline at hospitals and other facilities and seeing patients on a regular basis. The real-world application of theory into practice results in well trained students. The faculty expectations for student success is very high and the students aspire to meet and exceed those expectations. While the expectations are high so are the mentoring and nurturing of the students in the program. Thus, the students "rise to the occasion" and are successful.

Areas of concern, if any:

Explore opportunities for new clinical facilities willing to partner with the program and maintain/strengthen the relationships that the program currently enjoys with current facility partners.

Recommendations for improvement:

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Continual need for qualified adjunct clinical instructors. If BSRT initiative is successful, they will be a need for a larger pool of qualified instructors and perhaps one full-time instructor.
Personnel: Classified	N/A
Personnel: Admin/Confidential	N/A
Instructional Equipment	Proper maintenance of equipment we currently have on site.

Instructional Technology	Updated desktop computer capability for full-time faculty and availability of portable technology for adjuncts.
Facilities	Maintain classroom functionality.
Operating Budget	Currently functional within 2021-22 posted budget.
Professional Development/ Training	Licensure renewal for faculty/CEUs to maintain licenses.
Library & Learning Materials	None specific