



Respiratory Care Program Review



June 2017

Modesto Junior College

CTE Program Review

June 2017

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Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The Associate Degree Program in Respiratory Care has outcomes and completion rates that exceed external accrediting thresholds as well as current college goals. The high completion rates may be related to student motivation and efforts to complete prerequisites, which prepare them for program coursework. Additionally, the combination of theory, didactics, laboratory, and clinical practice provides experiential learning that motivates students to complete. Faculty observe that students perform well despite limited space and innovative resources are representative healthcare workplace. Additional laboratory space that incorporates patient simulations manikins, updated equipment, and a hospital setting would enhance student learning. Human resources with expertise in information technology and administrative staff would assist program faculty in maintaining a program that meets the needs of a diverse student population.

The opportunity to offer a Bachelor's Degree in Respiratory Care to our students and returning working professionals meets the demands of employers and the changes occurring in the profession. The American Association of Respiratory Care, California Society of Respiratory Care, Commission on Accreditation of Respiratory Care and employers are emphasizing the need for the Bachelor's Degree to be the degree for entry into the profession. Modesto Junior College's Respiratory Care Program meets this demand by offering the B.S. Degree and this aligns us with the college mission. In addition, offering a bachelor's degree in respiratory care at a community college allows individuals the opportunity to obtain a higher degree who otherwise would not have had the resources or ability to obtain a bachelor's degree at a private college or university or a CSU or UC.

The Respiratory Care faculty are actively implementing opportunities for students to work in the community through volunteerism. Faculty also present the profession of respiratory care at conferences, secondary schools, and educational conferences, and other outreach projects. All of these activities place the program in the purview of the community the college serves. Faculty participate in professional development in an effort to remain current in respiratory care trends, therapies, teaching techniques, and practice and, as a result, students in the program benefit and outcomes exceed thresholds. Faculty encourage life-long learning through instruction and by example.

In order to maintain current outcomes and ratios, program faculty request the resources identified to enhance student learning which will prepare them for the profession of Respiratory Care.

Program Overview

Instructions

Supplemental information, links to previous reviews, and dashboards can be accessed from the review, please ensure your pop-up blocker is turned off, or use Ctrl-Click to bypass it.

Please review each question below, following the prompts and links given in the help text. Additional help, and a list of frequently asked questions is available on the [Program Review Instructions](#) page.

Program Overview

Please list program awards that are under this department according to the college catalog. Next to each program award listed;

- Please denote if it should be included here, or should be listed elsewhere.
- Answer yes or no, if the program has external regulations
- Additional lines, if needed, may be added by typing the tab key while in the last cell
- Any additional notes can be added in the box below the table

[\[addl help\]](#)

Program Awards	Include in Review (yes/no)	External Regulations (yes/no)
Associate of Science	Yes	Yes
Bachelor of Science	Yes	No

The Commission on Accreditation of Respiratory Care (CoARC) is the accrediting agency for the Respiratory Care Program. Submissions of annual reports for the A.S. degree program maintains accreditation. The B.S. degree program accreditation is in progress.

Response and follow-up to previous program reviews

On the [Curricunet website](#), please locate your department and the previous program review. After reviewing, please complete the following questions;

Briefly describe the activities and accomplishments of the department since the last program review.

Trends in the profession of respiratory care require practitioners with higher levels of critical thinking and the ability to educate the public. Changes within the healthcare industry have resulted in minimal reimbursement for readmissions into the hospital in less than thirty days. This new regulation requires enhanced patient education in management of respiratory-related diseases. Respiratory therapist must educate their patients in order to prevent frequent readmissions and lost reimbursement. The A.S. degree program has integrated public education opportunities with student participation in health fairs and enrollment in the Stanislaus County Asthma Coalition. Students educate the public on complications of smoking, proper metered-dose inhaler techniques, roles of respiratory therapist, and asthma management with regular use of peak flow meters.

The Bachelor of Science degree has implemented specifically designed curriculum to include patient and public education. Courses provide instruction in the Asthma Educator credentialing process, disease management, and advanced diagnostics and clinical practice. Graduates from the Bachelor's Degree Program in Respiratory Care will be prepared to serve the community with enhanced levels of critical thinking and patient assessment skill, qualifications employers relate a needed in this dynamic healthcare profession.

The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

The Associate's Degree and Bachelor's Degree Programs in Respiratory Care has faculty committed to providing an educational foundation that recognizes the dynamic and innovative nature of healthcare. Program faculty is cognizant of the diverse nature of the public we serve and are committed to teaching cultural competence and tolerance. Students are encouraged to adhere to the principles of life-long learning which promotes ongoing professional development within the profession. Because of this, the program aligns with the mission of Modesto Junior College. Traditional and non-traditional students are educated and trained to serve their community not only as paid professionals but also as volunteers giving back to their community.

Student Achievement and Completion

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [\[view\]](#) by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCC Scorecard by 2022.

Success

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the [Success Rate Data Dashboard](#) and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

The Associate's Degree Program in Respiratory Care had a success rate in the nineties over the past five years. The accuracy of data for the success rate in 2014-15 does not appear reflective of the successful completion and graduation of students within that cohort. Twenty-three of twenty-four students successfully completed the program and graduated with an Associate's degree in Respiratory Care.

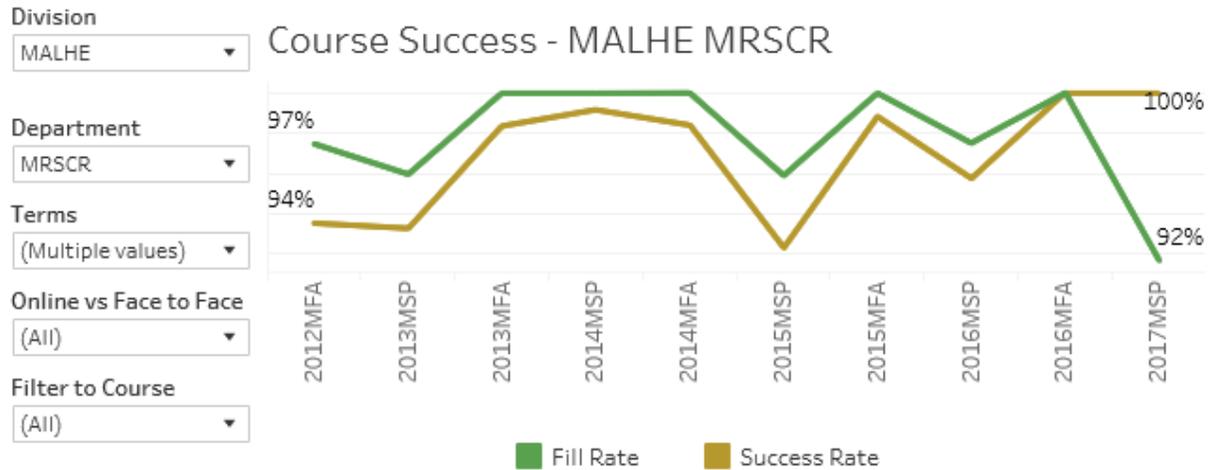
What is your set goal for success? Do your department and individual course rates meet this goal?

The CoARC sets a 70% retention rate as the threshold for Associate Degree Program. Our three-year average is 97.3%. The overall on-time graduation rate threshold is also 70% which the program exceeds at 100% for the 3-year average. The program faculty adheres to the CoARC threshold standard. The Bachelor's Degree Program in Respiratory Care has a set goal for success at 69-70%. This goal was voted and approved by the Respiratory Care Program's Advisory Committee Meeting in April, 2017. A goal for success at 69% is above the college's primary aspirational goal of 53%.

If your rates for success are lower than your goals, what are your plans to improve them?

Not applicable at this time.

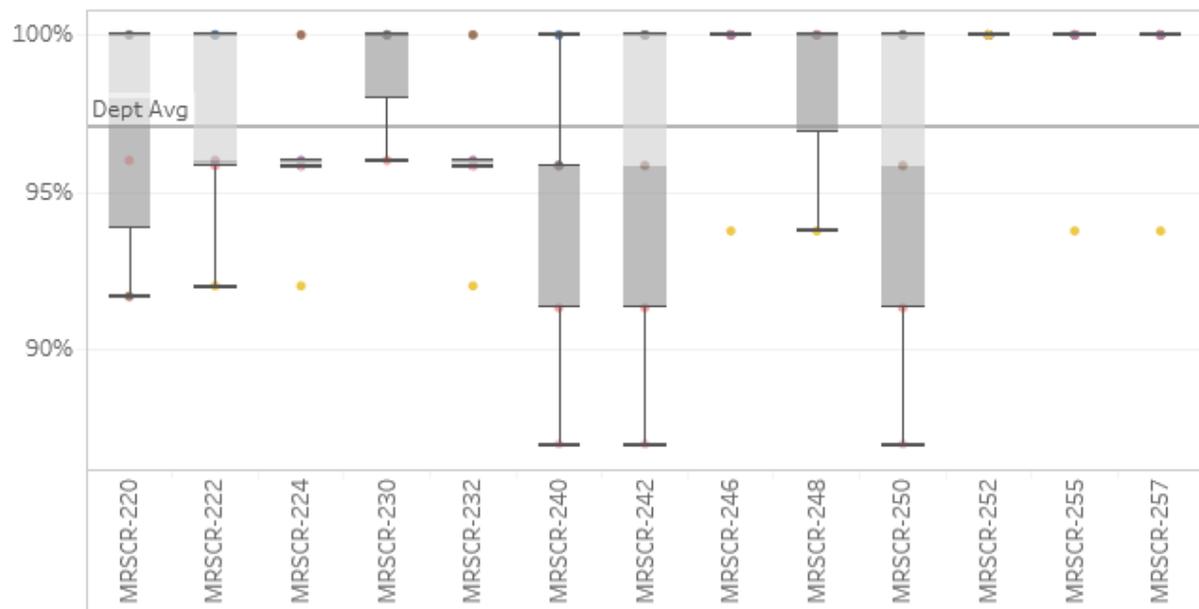
Course Success



Course Success and Fill

	Season	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Census	FALL	155	184	187	172	151
	SPRING	119	122	117	118	66
Capacity	FALL	159	184	187	172	151
	SPRING	124	122	122	121	72
Fill Rate	FALL	97%	100%	100%	100%	100%
	SPRING	96%	100%	96%	98%	92%
Successful	FALL	145	181	184	170	151
	SPRING	111	121	108	113	66
Success Rate	FALL	94%	98%	98%	99%	100%
	SPRING	93%	99%	92%	96%	100%

Course Success Rates for Selected Terms - Dots represent sections, box central distribution



Locate your department equity rates on the [Success Rate Data Dashboard](#) (by pressing on the equity tab). Examine these rates, disaggregated by ethnicity and gender, over the last two years. If there are differences in success across groups, how do you plan on addressing issues of student equity? In other words, how do you plan on closing achievement gaps across student populations?

Success rates by ethnicity and gender are 90-100%. These rates align with the successful completion rates of the program's student within the cohorts for the past two years. The undeclared category for ethnicity was the lowest at 90%. All of the program's ethnicity and gender success rates exceed those of the college. A cohort of 24 students each academic year allows faculty to tutor and work with students experiencing difficulty in understanding concepts and principles. Students within each cohort have access to their instructors and do not compete with students within a large cohort. Instructors have opportunity to visit students at the clinical sites and are able to work directly with students in applying theory with clinical practice.

If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

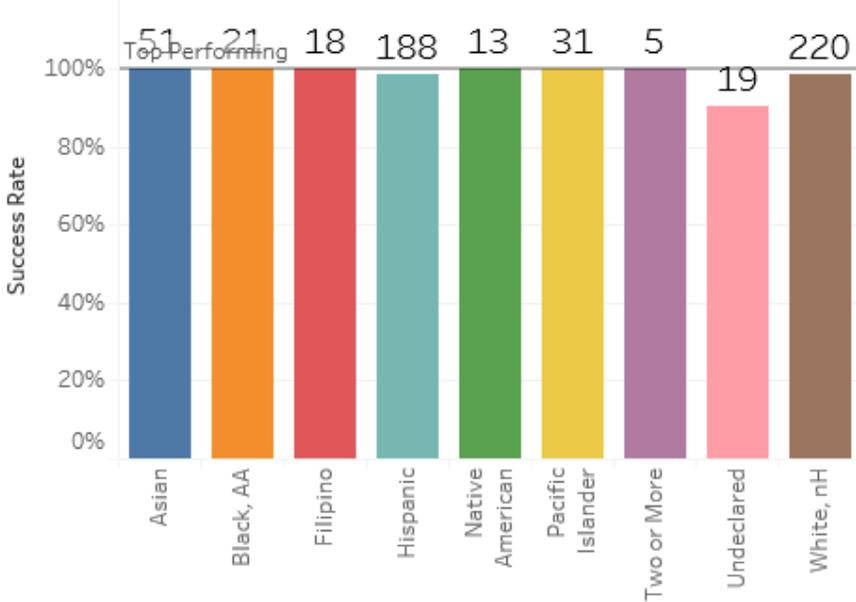
Not Applicable

Course Success Rates by Ethnicity, Gender, and Modality

Divison: MALHE
 Department: MRSCR
 Academic Year: (Multiple values)
 Term: (All)

Filter to a division and/or department - individual courses can be unselected to view similar courses together. Select chart elements to filter other charts to same, e.g. Pick Asian success bar to see Asian gender and Asian modality. Select again to clear.

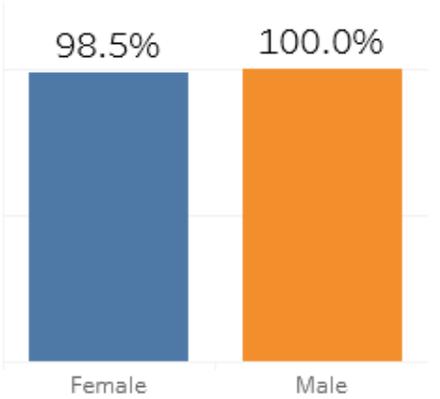
Ethnicity for 2015-2016 & 2016-2017 MALHE MRSCR



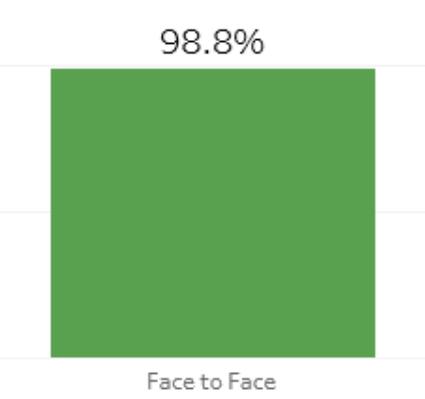
- Course Name
- (All)
 - MRSCR-220
 - MRSCR-222
 - MRSCR-224
 - MRSCR-230
 - MRSCR-232
 - MRSCR-240
 - MRSCR-242
 - MRSCR-244
 - MRSCR-246
 - MRSCR-248
 - MRSCR-250
 - MRSCR-251
 - MRSCR-252
 - MRSCR-253
 - MRSCR-255
 - MRSCR-257

Cancel Apply

Gender



Modality



Conferred Award Trends

Review the [Program Awards Dashboard](#), using the drop-down filters to focus the analysis on your department. Starting with identifying the year, please supply degrees and certificates awarded. These charts will be attached by Research and Planning before being posted publicly.

What is your set goal for degrees and certificates awarded? Do your rates meet this goal?

The Commission on Accreditation of Respiratory Care (CoARC) threshold for degrees and certificates awarded is 70%. The Associate's Degree Program in Respiratory Care at MJC exceeds the threshold. The program faculty has set a goal to exceed thresholds required by CoARC; however, a specific percentage or number has not been determined. Program faculty are pleased that these rates exceed both the CoARC and college thresholds/goals.

The Program's Advisory Committee approved a goal of 69% for the bachelor's degree program. The graduation date for the first Bachelor's Degree Program in Respiratory Care cohort is December 2018.

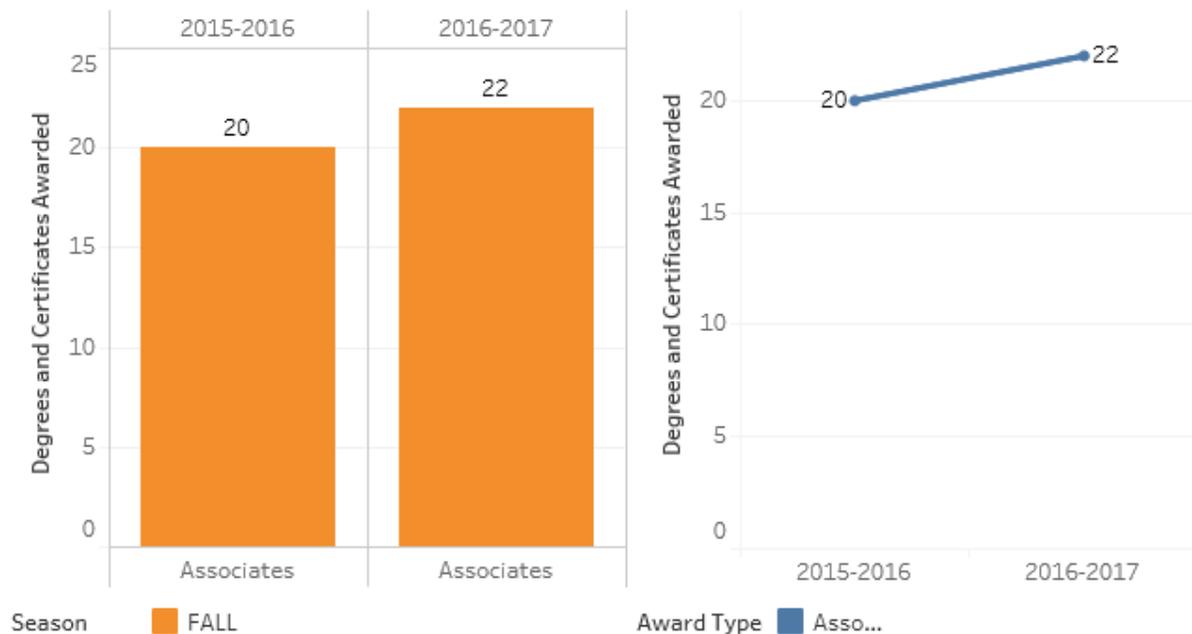
If your rates for degrees and certificates awarded are lower than your goals, what are your plans to improve them?

Not Applicable

Academic Program Awards, 2015-2016 & 2016-2017

Select Dept, Division, or Program, or use dropdown filters to focus charts.

		Associates	Total
MALHE	Total	42	42
	MRSCR Total	42	42
	Respiratory Care	42	42



Degrees Awards and Certificates

Academic Year
 (Multiple values) ▼

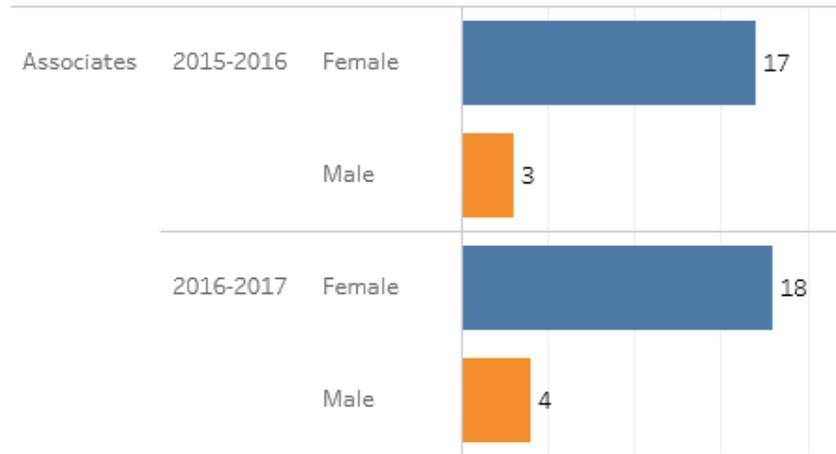
Division
 MALHE ▼

Department
 MRSCR ▼

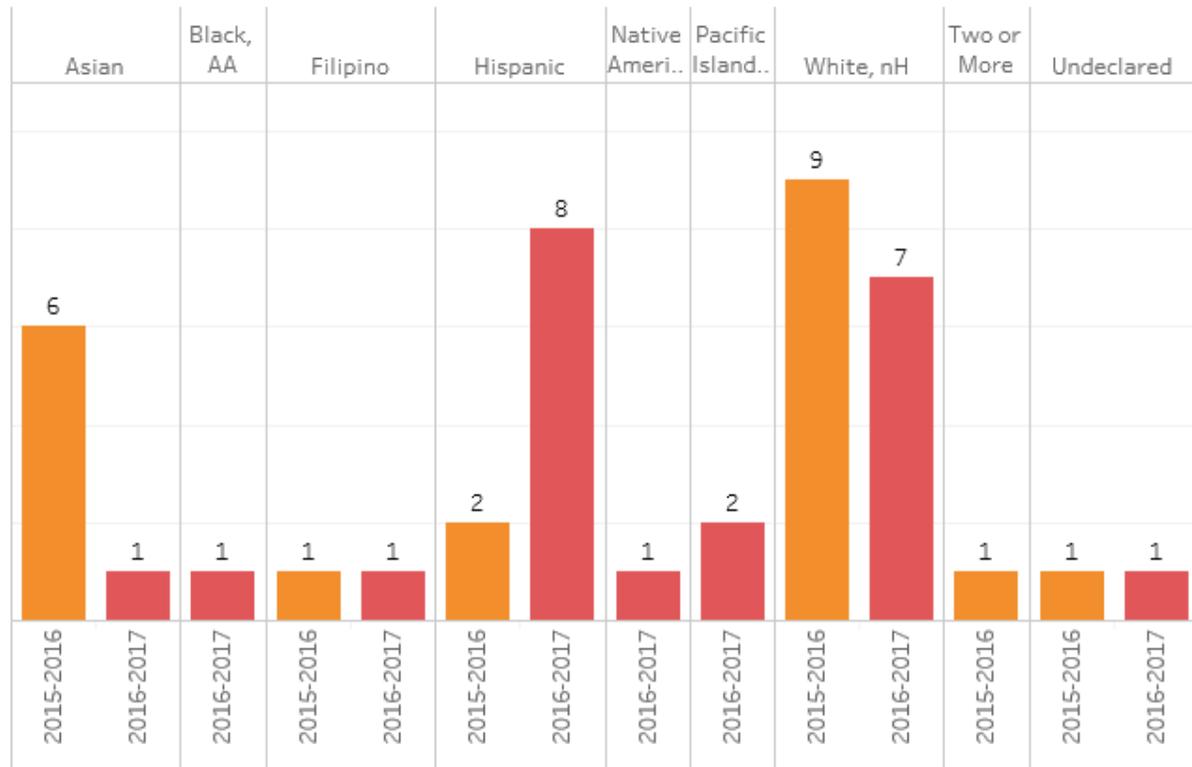
Academic Program
 Respiratory Care ▼

Award Type
 Associates ▼

2015-2016 & 2016-2017



By Ethnicity



Academic Year
 ■ 2015-2016
 ■ 2016-2017

Student Learning Outcomes

Instructions

This section of the Program Review measures student learning.

PLO / GELO / ILO Outcomes

To ease in analysis, trending charts have been created by Research and Planning on the [Learning Outcomes Dashboard](#) website. Using these charts, you can identify your current success rates in student achievement towards the outcomes. Considering your current outcome success rates, and previous semester, set a department aspirational goal, and examine what your outcome success rates are currently. Later you will be asked to outline a plan to achieve this threshold, but for now, simply supply the Goal % and Current % for each level.

Note: If the dashboards do not show your Learning Outcomes, please ensure that they have been mapped in eLumen. Each course will need to be mapped to each applicable PLO, GELO, and ILO. The Outcome Assessment Workgroup has created a web page detailing the work already done -> [PLO, ILO, and GELO Assessment grids](#). For additional assistance, review [the Course Learning Outcome Assessment](#) web pages, or contact Nita Gopal at gopaln@mjc.edu.

Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

Program Learning Outcomes (PLO)

What is your set goal for PLO success? Do your overall rates meet this goal?

The Respiratory Care Program's external accrediting agency has no specific goal for Program Learning Outcomes and student learning. The Commission on Accreditation of Respiratory Care (CoARC) has a threshold of 80% for credentialing success that is one PLO for the Respiratory Care Program. As a program, an **80%** goal for Program Learning Outcomes will maintain alignment with the CoARC. Students within the past two academic school year cohort's Associate Degree Program have achieved and exceeded the PLO goal.

General Education Learning Outcomes (GELO)

If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal?

No data available

Institutional Learning Outcomes (ILO)

What is your set goal for ILO success? Do your overall rates meet this goal?

The Respiratory Care Program's set goal for Institutional Learning Outcomes is **80%** for both the Associate's Degree Program and Bachelor's Degree Respiratory Care Programs.

Program Learning Outcomes

1) Division

MALHE

2) Department

MRSCR

3) Program

RESPIRATORY CARE, AS

Program Learning Outcomes, by Ethnicity for MALHE division, MRSCR department, RESPIRATORY CARE, AS program

To Collapse to SLO or Program, hover over item and click +/- that will appear

RESPIRATORY CARE, AS	Competently perform all duties and functions which may be delegated to registered respiratory care practitioners.	Asian		100.0%
		Black, AA		100.0%
		Filipino		100.0%
		Hispanic		100.0%
		Native American		100.0%
		Pacific Islander		100.0%
		White		100.0%
		Undeclared		81.3%
Develop habits, interests, and attitudes favorable to lifelong learning.	Asian		100.0%	
	Filipino		100.0%	
	Hispanic		100.0%	
	White		100.0%	
	Undeclared		100.0%	
Efficiently perform patient assessments and render safe, effective, and quality respiratory care in an ethical manner for the welfare of both the patient and the Respiratory Care profession.	Asian		100.0%	
	Black, AA		100.0%	
	Filipino		100.0%	
	Hispanic		100.0%	
	Native American		100.0%	
	Pacific Islander		100.0%	
	White		100.0%	
	Undeclared		83.3%	
Successfully complete all required Respiratory Care curriculum in order to receive an A.S. degree in Respiratory Care.	Asian		100.0%	
	Black, AA		100.0%	
	Filipino		100.0%	
	Hispanic		100.0%	
	Native American		100.0%	
	Pacific Islander		100.0%	
	White		100.0%	
	Undeclared		85.0%	
Successfully pass the National Board for Respiratory Care examination for certification as a Respiratory Care Practitioner as well as the Advanced Practitioner Exam.	Asian		100.0%	
	Black, AA		100.0%	
	Filipino		100.0%	
	Hispanic		100.0%	
	Native American		100.0%	
	Pacific Islander		100.0%	

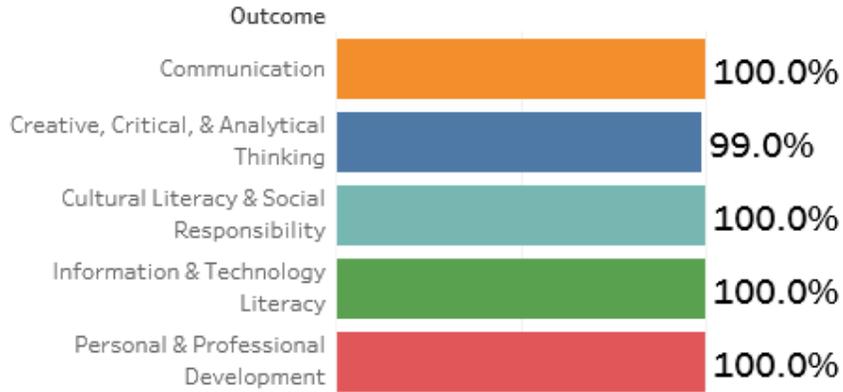
Institutional Learning Outcomes

Use drop down boxes to focus on divisions, or departments.
 Hover over chart elements for details.

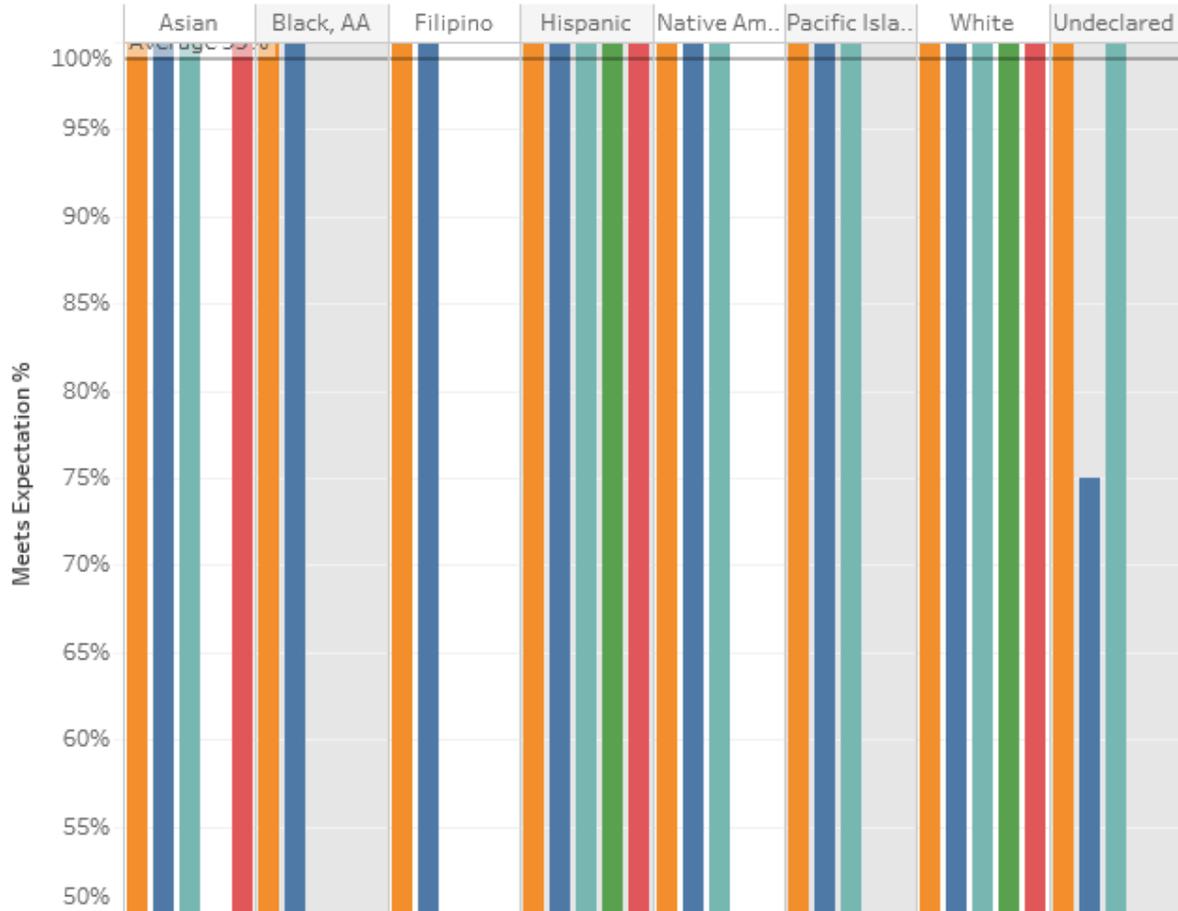
Overall Outcome Results for MALHE, MRSCR (Select outcome to filter to ethnicity)

1) Division

2) Department



ILO by Ethnicity, MALHE, MRSCR



Continuous Quality Improvement

If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

Associate's Degree Program students have exceeded the set goals for the past two academic school years.

Equity and Success

Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

The rates for PLOs and ILOs average 100% for the diverse student populations within the Respiratory Care Program.

Curriculum and Course Offerings Analysis

Curriculum Analysis

Courses that have not been reviewed, or not scheduled to be reviewed, are listed on the Curriculum Committee web pages. To aid in use, please [view this filtered spreadsheet](#), using the drop down menus along the field headings, to view just your department. On opening the spreadsheet, click the Enable Editing and Enable content buttons that should appear across the top menu bar.

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

The Associate's Degree in Respiratory Care Program has five courses, RSCR 240, 242, 246, 220 and 230 that require review. These course went through revision and review in 2012; however, the scheduled date for review was Fall, 2015. Program faculty will revise these courses and submit for curriculum committee review this fall. Program faculty will adhere to Curriculum Review Matrix 5-year cycle by resubmitting for review in Fall, 2020.

Provide your plans to either inactivate or teach each course not taught in the last two years.

There are no plans to teach inactivated courses. Plans to combine RSCR 251 and 253 as a one-unit course have been submitted for approval by the curriculum committee.

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

Yes, the College Catalog accurately displays the descriptions and requirements of the program; however, some of the courses are listed incorrectly in the fall, spring, and summer semesters. The change will be corrected when RSCR 251, 253 are combined and approved by the curriculum committee.

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

The California Chancellor's Office approved offering the Bachelor's Degree in Respiratory Care pilot at MJC. The first cohort began coursework in the Fall, 2017 semester.

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

The Curriculum Committee and the Chancellor's office have approved the courses offered within the Bachelor's Degree in Respiratory Care Program. Students completing the program will receive a B.S. degree in Respiratory Care. This is a pilot program with a sunset date of 2023.

Course Time, Location and Modality Analysis

Please follow this link and review the [Course Attributes](#) in regards to when, where, and in which method the courses in this program are taught. Use the filters to focus the report on your department. Then answer the following questions.

Location/Times/Modality Trend Analysis:

Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

The Associate of Science Degree in Respiratory Care offers face-to-face courses on West campus during the day. Students learn theory on the West campus and are required to complete a clinical component off-campus at area healthcare facilities. Students have the option of completing clinical rotations during day shift, which is 0630-1900 hours or night shift 1830 to 0700. Fill rates are 100% for the last two academic school years for sections offered during the day. Off-site fill rates are 96-99%. Students are cognizant of the importance of completing 840 clinical hours and adjust schedules to complete the required hours. Program faculty attempt to accommodate working students enrolled in the program.

The Bachelor's Degree Program in Respiratory Care offers hybrid courses with face-to-face classroom experience on Wednesday 12-7:00 pm. Students within the B.S. degree program have adjusted work schedules to comply with on-campus attendance requirement. The plan is to offer a fully online bachelor's degree program in the event of an extended sunset date. An online program is more convenient for returning working professionals who face the challenge of on-campus face-to-face classroom time.

Course Distribution and Fill Rates

Division	Department	Season	Academic Year	Component
MALHE	MRSCR	(Multiple values)	(Multiple values)	Core

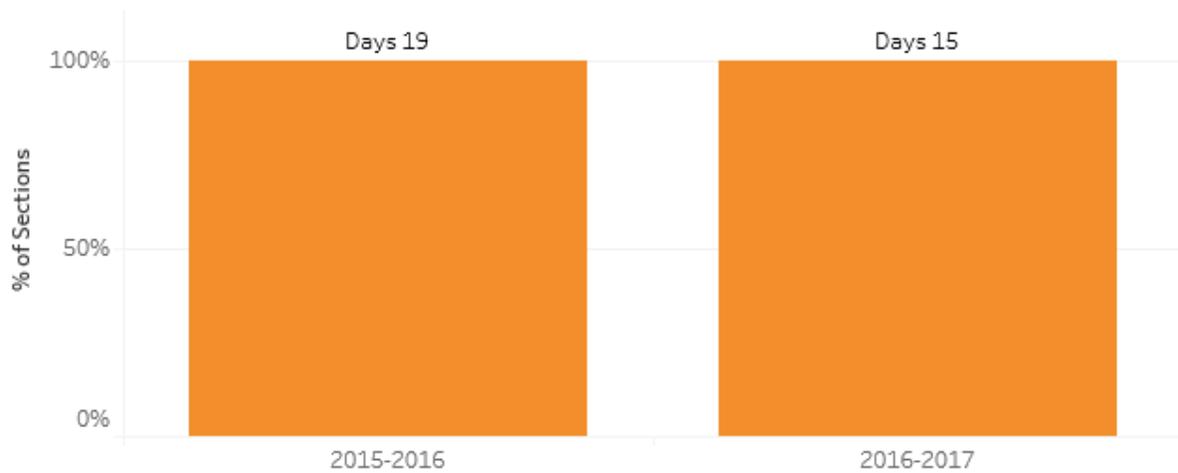
Section Distribution

Academic ..	Season	Days
2015-2016	FALL	100%
	SPRING	100%
	SUMMER	100%
2016-2017	FALL	100%
	SPRING	100%
	SUMMER	100%

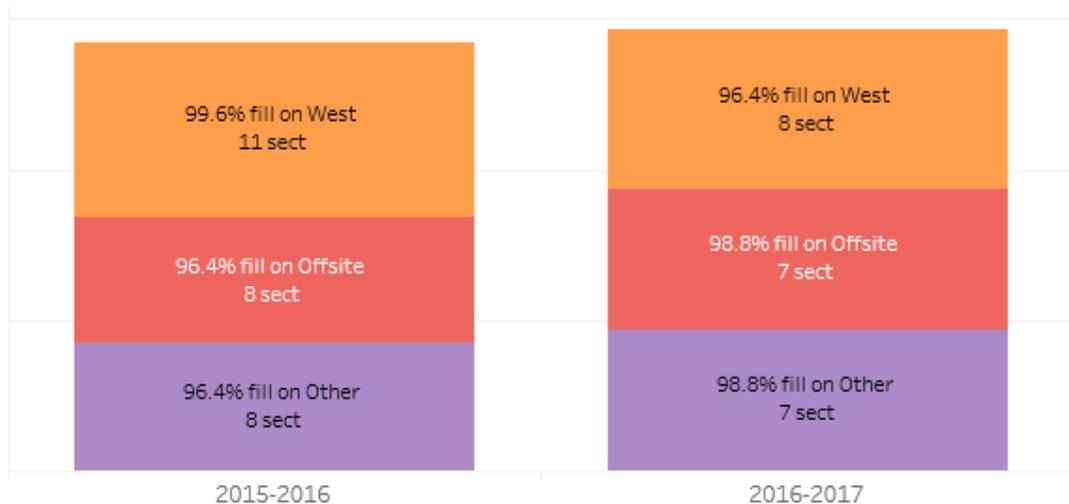
Fill Rate Distribution

Academic ..	Season	80-89%	90-99%	>100%
2015-2016	FALL			100.0%
	SPRING	14.3%		85.7%
	SUMMER		100.0%	
2016-2017	FALL			100.0%
	SPRING	25.0%	50.0%	25.0%
	SUMMER			100.0%

Sections Offered by Time of Day



Sections by Location (Dual listed multiple)



Program Analysis

Program Personnel

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Additional comments or narrative can be added below.

Faculty Name	Full-Time or Part-Time (adjunct)	Hire Date (optional)
Basile, John A	Part Time	
Fantazia, Janet M	Full Time	
Hunt, Bonnie J	Full Time	
Roth, Alan	Full Time	
Ankeney, Thomas E	Part Time	
Esguerra, Rom Dale V	Part Time	
Espinoza, Carlota	Part Time	
Maragoul, Atour	Part Time	
Takele, Gashaw B	Part Time	
Torres, Jeanne M	Part Time	

The A.S. Degree Program in Respiratory Care has a theory and laboratory component as well as a clinical component. Full-time faculty are responsible for instruction in theory and laboratory practice, and additionally are responsible for visiting assigned students at the clinical sites. Part-time (adjunct) faculty visit students at the clinical sites. A part-time faculty member taught the summer course, teaching theory and visiting students at the clinical site. Additionally adjunct faculty is responsible for visiting students at the clinical site during the summer semesters. A additional full-time faculty was needed and has been hired for instruction in the both the Associate's Degree Program in Respiratory Care and the Bachelor's Degree Program in Respiratory Care. The B.S. degree program does not have a clinical component that requires adjunct faculty visitation for clinical rotations.

Faculty Assignments

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies. Please note that summer positions are all shown as adjunct due to payroll categories.

Enter figures for each term, to add additional rows, click in last cell on right and push tab on the keyboard.

Additional comments or narrative can be added below.

Term	# Taught by FT Faculty	# Taught by Other Faculty	# Sections Offered / Term	Program Fill Rate %
2015 Fall	9	3	9	100
2016 Spring	7	2	7	98
2016 Summer		3	3	92
2016 Fall	8	3	8	100
2017 Spring	3	1	4	92

Departmental Productivity Measurements

If not pre-filled, please complete for **two years** the following table of indicators, as listed on top of the [Productivity Dashboard](#). A picture of this dashboard will be supplied by Research and Planning. Please enter one term per line; to add an additional line, click in last cell and use the Tab key.

The space below is available for comments and narratives.

Term	FTEF	FTES	FTES/FTEF	WSCH/FTEF
2015 Fall	2.84	36.46	12.85	385.63
2016 Spring	2.57	26.40	10.27	308.05
2016 Summer	0.43	3.81	8.90	267.04
2016 Fall	3.75	34.53	9.22	276.47
2017 Spring	1.64	16.70	10.16	304.87

The Commission on Accreditation of Respiratory Care accredits the Associate of Science Degree Program (CoARC). Twenty-four students each academic school is the total approved by the CoARC. This number was approved at the inception of the program at Modesto Junior College. A change in the start date for the program occurred in 2017. Students were not accepted into the Spring, 2017 semester, but into the Fall, 2017 semester. This was done to better align the A.S. degree program and the B.S. degree program. Students completing the A.S. Degree Program in Respiratory Care in the spring semester, can easily transition into the B.S. degree program. The program's advisory committee supported and approved the change in the start date. During the Spring, 2017, only one cohort was enrolled in the Associate's Degree Program in Respiratory Care. Full-time faculty developed B.S. degree coursework and participated in professional development in preparation for instruction in hybrid courses.

Department Faculty and Sections Taught

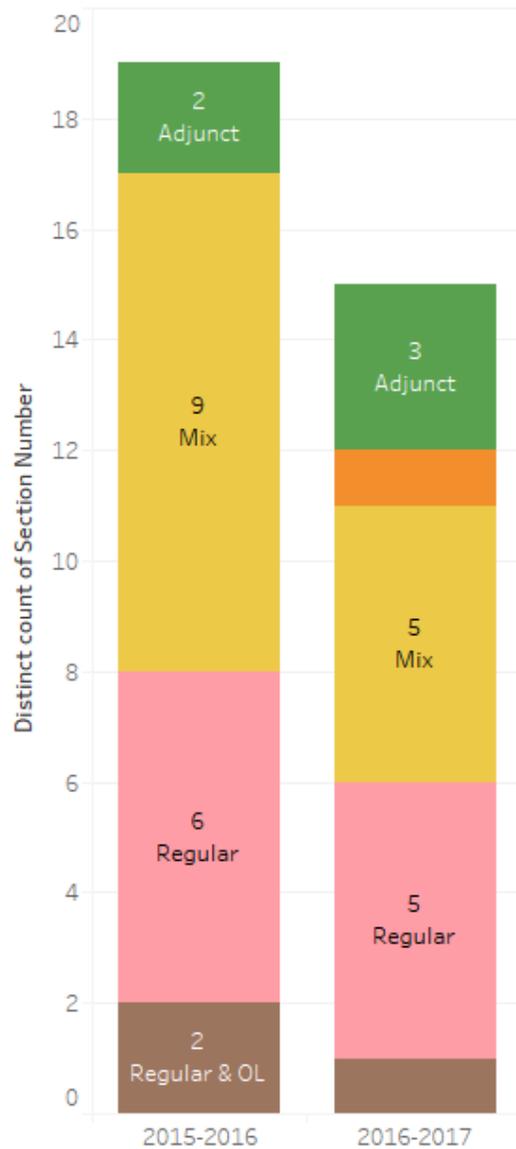
Faculty Assignments

Division	MALHE	Full Time	Part Time		# Sec	Fill Rate	
Department	MRSCR	2015MFA	9	3	2015MFA	9	100%
		2016MSP	7	2	2016MSP	7	98%
Years	(Multiple ...)	2016MSU		3	2016MSU	3	92%
		2016MFA	8	3	2016MFA	8	100%
Terms	(Multiple ...)	2017MSP	3	1	2017MSP	4	92%

Faculty Teaching in Department

Instructor	Full Time	Part Time
Basile, John A		●
Fantazia, Janet M	●	●
Hunt, Bonnie J	●	
Roth, Alan	●	●
Ankeney, Thomas E		●
Esguerra, Rom Dale V		●
Espinoza, Carlota		●
Maragoul, Atour		●
Takele, Gashaw B		●
Torres, Jeanne M		●

Sections by Position Type



Productivity Measures

Academic Year:
 Season:
 Division:
 Subject:

■ FALL ■ SPRING ■ SUMMER

FTES



FTES/FTEF



Department Productivity MALHE division, MRSCR department

	Ftef	Ftes	FTES / FTEF	WSCH / FTEF*
2015MFA	2.84	36.46	12.85	385.63
2016MSP	2.57	26.40	10.27	308.05
2016MSU	0.43	3.81	8.90	267.04
2016MFA	3.75	34.53	9.22	276.47
2017MSP	1.64	16.70	10.16	304.87
2017MSU	0.41	3.81	9.21	276.20

Long Term Planning and Resource Needs

Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the [Program Review Instructions](#) page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

The profession is moving toward a Bachelor's degree as the entry level into the profession. The Commission on Accreditation of Respiratory Care will no longer accredit Associate's degree programs. The Respiratory Care Program at Modesto Junior College will see more individuals interested in obtaining a Bachelor's degree. Offering a completely online Bachelor's degree program would allow more individuals outside of the region an opportunity for the higher degree. Faculty will need the resources and training to meet the potential demands for a Bachelor's degree program. MJC may potentially be offering a Bachelor's Degree Program with students beginning at freshman status. To meet this demand, more laboratory space and technology will be required.

Resource Request and Action Plan

Priority	Name	Resource Type	Estimated Cost	Objective
1	Infrastructure	Laboratory Space	\$405,000	The current laboratory space for hands-on instruction is small. Additionally, space is needed for Pulmonary Function equipment that required for use in a diagnostic course taught in the bachelor's degree program. Additionally, the program uses gas cylinders, ventilators, manikins, and other respiratory care-related equipment that takes up space that is minimal in the current lab. Space is available in an area designed for Dental Assisting. Renovation of this area to include a Respiratory Care Laboratory would provide innovative, hands-on experience for students entering a dynamic profession. Program faculty would like to integrate patient simulations into the laboratory experience to assist in achieving student learning outcomes and goals. To meet this objective requires current technology.
2	Laboratory Equipment	Instructional Equipment	Approximately \$200,000	Technology is rapidly changing in healthcare and the need to enhance experiential learning requires improved technology and equipment within the laboratory. Patient simulated manikins, current ventilators, and hospital beds would improve student-learning outcomes and better prepare them for clinical rotations and patient care.
3	Classified Support Staff - IT	Staff	\$52,000/year	Both the Associate Degree and the Bachelor's Degree Program in Respiratory care require faculty instructional technology needs. This support staff would be responsible for assessing faculty requirements for instructional technology, provide consultative advice on instructional video techniques and equipment, assist in the smart classrooms, consult and provide instruction on innovative software, assist in Human Patient Simulation Laboratories. Additionally, this support staff would provide instructional support in designing online courses or flipped classrooms that require enhanced online content. The IT support staff would professional development and online tutorials for faculty. Focus for a IT support staff would be on providing resources that assist faculty who provide an educational experience that engages students and prepares them for an ever-changing profession.

4	Classified Support Staff-Administrative Assistant	Staff	\$20,000	An administrative assistant would provide assistance in tasks such as taking meeting minutes, writing agendas, completing student clinical health clearances, and assist in completing ongoing reports required for the Bachelor's Degree Program. The administrative assistant would assist the Respiratory Care Program at a 25-30% load.
5	Adjunct Faculty	Staff	\$25,000	Additional assistance is required in the laboratory. The current ratio is 1 faculty to 12 students. Students are required to wait until the instructor is able to take their questions or to demonstrate certain procedures, especially invasive procedure, i.e. arterial blood gas punctures. Reducing this ratio to 1 to 6 would improve the quality of the learning experience within the laboratory.

Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion?

<https://www.mjc.edu/governance/rac/documents/ielmallocationsummary20142015.pdf>

The Evaluation / Measured Effectiveness can be typed in another program and pasted here, or typed directly in to the box below. The box will expand with additional text, and paragraphs (hard returns) can be added by using Ctrl+Enter.

Resource Allocated	PR Year	Evaluation / Measured Effectiveness
Respiratory Care Exam Preparation Software	2015-16	The Respiratory Care Exam software provided updated practice exams, which prepared our students for the newly formatted Therapist Multiple Choice Exam. Students also practiced on updated clinical simulations, which mirrored clinical simulations on the Registered Respiratory Therapist exam. Providing this software prepared students for the Registered Respiratory Therapist credential, which is the credential required for licensure in the State of California.

Career Technical Education Questions

The following series of question focus on Career and Technical Education, and can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). You will need to create an account before accessing the [Launchboard](#).

How many students did you serve in the last two academic years?

According to Launch board data, a large percentage of students interested in healthcare occupations, are taking courses at San Joaquin Delta College, Merced College, and Modesto Junior College. Of the nearly 1,700 student in the region, the larger percentage take courses at San Joaquin Delta College that offers more sections in healthcare occupations. However, the Modesto Junior College Respiratory Care Program is the only program within the Central Valley Region that offers Respiratory Care with 62 students served in the 2015-16 academic school year.

What kinds of students are you serving?

The program snapshot report indicated that a higher number of females enter the healthcare profession, at 81% female and 17% male, and 1% other. Ethnicities taking healthcare courses were 41% White, 29% Hispanic, and 30% Other. This truly reflects the ethnic makeup of our program. Age range data indicates that 36% of the students taking healthcare course were between 25-29 years of age, 25% within the 20-24 age range, and 16% within the 40 and older age range.

What percentage of your students are persisting? Consider within the program and within the college.

Twenty students received their Associates degree the 2015-2106 academic school year, which is an 83% completion rate. This completion rate exceeds the overall college completion rate and the program's threshold which program faculty believe notable.

Are students getting and keeping jobs?

According to the Program Snapshot Report for 2014-15, 83% of student exiting the program received employment earnings at median annual earnings of \$47,000. Information was unavailable for students exiting the program in the 2015-16 academic school year.

What percentage of students are attaining a living wage?

Yes, students exiting the program and employed in area healthcare facilities attain a living wage with median annual earnings of \$47,000.

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

Faculty have participated in outreach programs to inform students from disproportionately impacted groups of the respiratory profession. Faculty participated in the African American Educational Conference; presented at the Allied Health Professions Charter High School; and provided program information during high school campus tours.

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

Program faculty participate in professional development focused on cultural competence, and classroom strategies to improve course completion. The program has a high completion rate as students admitted into the program have successfully completed prerequisite courses and are fully committed to completing the program. The faculty to student ratio allows faculty to identify and work closely with students who may be experiencing difficulty in theory or clinical practice.

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

The Respiratory Care Program faculty believe that classified professional support for both the A.S. and B.S degree programs is required for informational technology support. This need may not be at 100%; however, a professional dedicated to Allied Health to assist with IT for Smart classrooms, computers, programs and software, skills lab, online courses, and web designers would assist in providing dynamic and innovative courses and programs for an ever-changing diverse population.

What factors serve as barriers to recruiting active faculty to your program(s)?

Salaries and compensation serve as a primary barrier to recruiting active faculty. Respiratory therapist or practitioners would realize a significant loss of income should they choose to leave the acute or subacute care setting and move into education. Graduates exiting the program potentially earn higher earnings than program faculty.

Review Process Feedback

Please share any recommendations for improvements in the Program Review process, analysis, and questions. Your comments will become part of the permanent review record.

Using the Word document with the imbedded charts and graphs was extremely helpful. The directions were clear and very helpful.