Skyline College

Program Name:

Program Review
Executive Summary

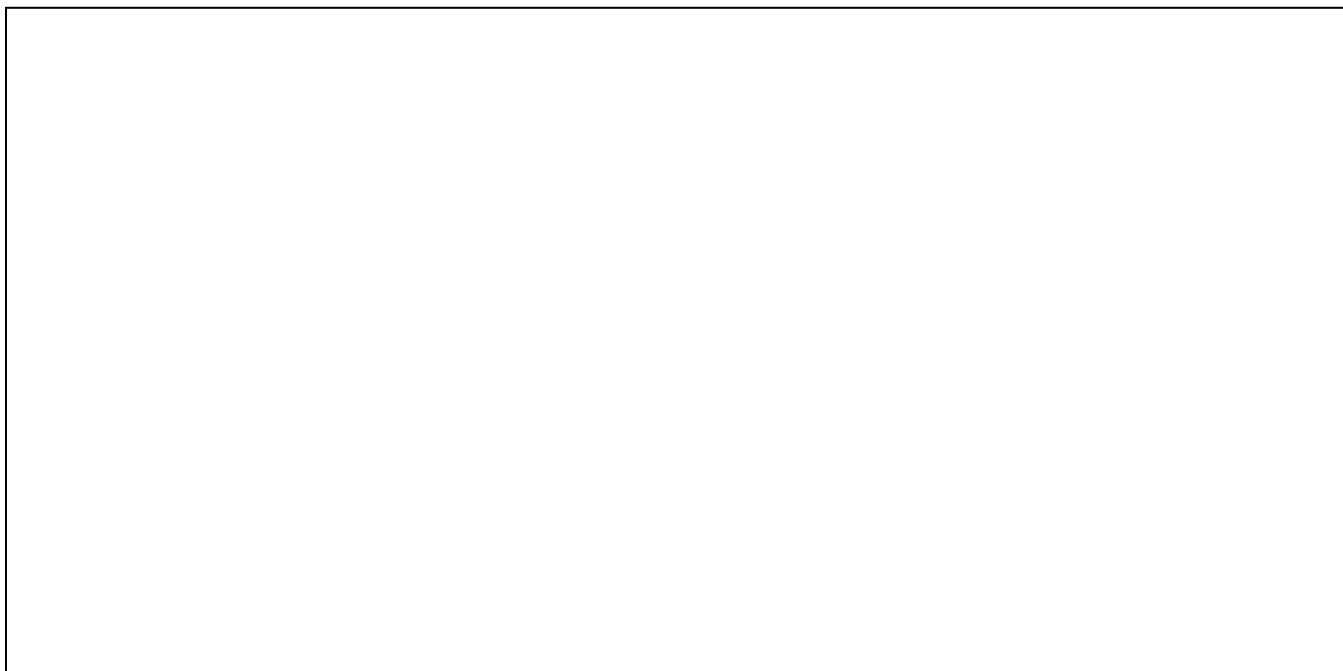## Program Mission and Goals

Three Strengths of the Program

First Strength:

Second Strength:

Third Strength:

Three Suggestions for Improvement

First Suggestion:

Second Suggestion:

Third Suggestion:

Short Summary of Findings

Faculty Signatures

_____   _____   _____
Type in name & Sign   *Type in name & Sign*   *Type in name & Sign*

_____   _____   _____
Type in name & Sign   *Type in name & Sign*   *Type in name & Sign*

_____   _____   _____
Type in name & Sign   *Type in name & Sign*   *Type in name & Sign*

Division Dean: _____
Type in name & Sign

Date Submitted: _____

Program Title: [_____]   **Date Submitted:** [_____]

1. **Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders)

List Names and Positions: [_____]

2. **Contact Person** (include e-mail and telephone): [_____]

3. **Program Information**

A. Program Personnel
Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

[_____]

FT Faculty: [_____]   **PT/OL Faculty (FTE):** [_____]

FT Classified: [_____]   **PT Classified (FTE):** [_____]

Volunteers: [_____]   **Student Workers:** [_____]

B. Program Mission and Goals
State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Discuss how this program coordinates, impacts and interacts with other programs in the College. Explain how this program meets the needs of our diverse community. (200 word limit recommended)

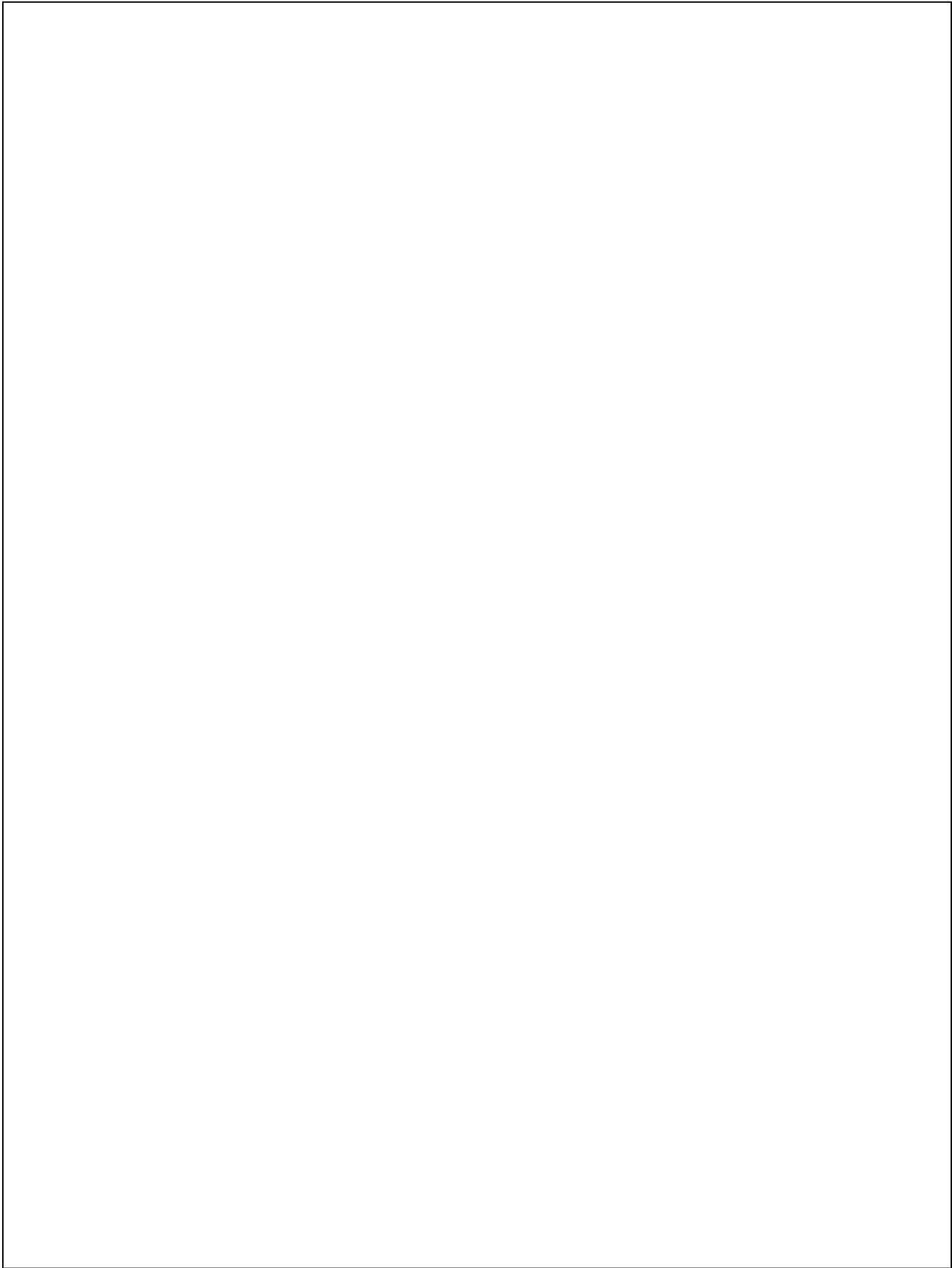## 4. Summary of Student Learning Outcomes and Program Data

A. Drawing from the TracDat PSLO report, summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement.
Submit the TracDat PSLO report with the completed comprehensive program review report.
Tool: https://sanmateo.tracdat.com/tracdat/

Respond to the following:

- Review the PSLO report and note any trends over the last five years.

    - Instruction: Highlight the major areas on the course and program level in which students are doing well and those in need of improvement.

    - Student Services: Highlight the major areas in which students are doing well and those in need of improvement, including on the course level when applicable.

    - Career Technical Education: Note any trends in the last three years compared to the preceding three years or further.

- Identify changes that have occurred in your program as a result of annual SLO assessment.

- Explain any modifications to the program's SLO assessment process or schedule.

- Note that the PSLOs on TracDat match the ones listed on the departmental/ service area website and in the College Catalog.

B. Summarize courses/services in the program that map to institutional student learning outcomes and discuss the results of the assessment and analysis.

Respond to the following:

- Explain what the course level assessment results reveal about student fulfillment of ISLOs.

- If the department participated in campus wide assessment, explain what insights were obtained.

C. **Summarize results of student data packets from the Office of Planning, Research & Institutional Effectiveness, and where appropriate, any other relevant data.**
Tool: http://skylinecollege.edu/prie/programdata.php

<u>Respond to the following:</u>

- Review 5-year data to describe trends in student success, retention, demographics.

- Were any student populations disproportionately impacted or underperforming?

- Analyze trends and discuss plans to address significant findings.

- Analyze trends in student success with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education

D. Program Enrollment and Efficiency

For programs with curricular offerings, state the last three years of fall semester FTES, FTE and LOAD. Spring semester data may also be submitted as needed. For programs without curriculum offerings, and those with curriculum offerings and services, please provide information on the efficiency of services. Assess the efficiency of the program. (Program efficiency information can be obtained from PRIE).

E. Career Technical Education Program Required Information and Data (CTE Programs only)

Tools: San Mateo County's Largest Employers
http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081

Staffing Patterns in Local Industries & Occupations
http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp

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Respond to the following:

- Review the program's Gainful Employment Disclosure Data. Identify any areas of concern.

- Discuss the role of the Advisory Committee and provide minutes of the most recent Advisory Committee meeting.

- Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the program.

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5. Curricular Offerings

Tools: CurricUNET http://www.curricunet.com/smcccd

A. Program Curriculum and Courses. If your program does not offer curriculum please state "N/A".

Respond to the following:

- All courses, including prerequisites, must be reviewed and updated at a minimum of every six years. (Be sure to complete Appendix D: Course Outline and Prerequisite Checklist Table).

- List courses that have been banked/deleted.

- Note that you've added new courses to the department's three-year calendar of assessment and requested that they be added to TracDat.

- If new courses were added since the last CPR, note that they've been mapped to ISLOs and PSLOs on TracDat, including relevant interdisciplinary degrees.

B. Identify Patterns of Curriculum Offerings. If your program does not offer curriculum please state "N/A".

> Reflections:
>
> - Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates, degrees, and transfer.
>
> - Identify strengths of the curriculum.
>
> - Identify issues and possible solutions.
>
> - Discuss plans for future curricular development and/or program modification.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.
Tool: https://sanmateo.tracdat.com/tracdat/

Actions:

- Identify next steps to be taken and set a timeline.

- Identify questions that will serve as a focus of inquiry for the next Annual Program Plan and/or Program Review.

    o Determine the assessments; set the timeline for tabulating the data and analyzing results.

    o Describe what you expect to learn from the assessment efforts.

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7. Resource Identification

A. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.

- Explain how professional development activities in the past six years have improved student learning outcomes.

- Describe professional development plans for next year.

B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List your program's data requests from the Office of Planning, Research & Institutional Effectiveness.

- Explain how the requests will serve the Student/Program/Division/College needs.

C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests
Complete the following table:

Annual Program Planning Resource Needs
Program _____   Date_____

	What are the needs?	How does this request align with your assessment of student outcomes?	How does this request align with your action plan?	What is the estimated cost for facilities and equipment?
Personnel	1. 2. 3.			
Equipment	1. 2. 3. 4.			
Facilities	1. 2. 3. 4.			

APPENDIX A

VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE
Please check current catalog for most recent goal statements.

Vision Statement
Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Mission Statement
To empower and transform a global community of learners.

Values Statement
Education is the foundation of our civilized democratic society.
Thus:

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Shared Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

Definition of Terms

WSCH: Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census

FTE: The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.

LOAD: Teaching Load is taken as the ratio of WSCH to FTE

N GRADES: The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W)

RETENTION: The sum of all non-W grades divided by N grades times 100, expressed as %

SUCCESS: A+B+C+CR grades divided by N grades times 100, expressed as %

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APPENDIX C

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FREQUENTLY ASKED QUESTIONS

1. Why are faculty asked to perform Program Review?

Faculty are the members of the campus community who best understand the intricacies of the courses and the body of work within programs. Faculty work each day with students and staff within these programs and are best suited to understand the strengths and needs of specific programs. Because Program Review is also used for budget and planning, it is imperative that faculty perspective is included in that process.

2. How do I know that all the work I put into this document will have any impact?

A well thought through and completed Program Review will have its greatest impact on the program and its faculty/staff. Evaluation of practices, procedures and student outcomes is the hallmark of successful educational programs and institutions. A thoughtful analysis of the results and findings of the Program Review should be used to improve student outcomes. The Curriculum Committee and College Council have developed a process which requires the Program Review to impact the College planning, budget, SLOAC and resource allocation processes.

3. Why the oral presentation to curriculum committee?

The oral presentation of your Program Review serves two purposes. Primarily, it will allow the program exposure to a cross-section of the campus community. Many members of this community are not aware of the accomplishments of programs or their needs. It allows each program to shine! Secondly, it allows the Program Review process to become more personal. Committee members and program personnel will have the opportunity to interact, question each other, and respond to the Program Review. Finally, it will help the College do systematic planning and coordinate our efforts.

4. I am a one-person department – I don't have the capability or time to perform this review.

The Program Review document is completed using a pdf format. This should reduce preparation time. Each Division Dean is also available to assist you in gathering information and preparation of the self-study. Please utilize him or her. Also, keep track of the amount of time spent on the self-study. When submitting your evaluation of the Program Review process, please include the total hours involved in the process. This will help with future planning and modifications to the review process.

5. How will the self-study questions be kept current and useful?

The Curriculum Committee, through the Academic Senate, will have that responsibility.

Appendix D

Program: **Semester**:

	COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE						
1	2	3	4		5	6	7
		Curric-UNET Review Date (Month /Year)	Transfer			Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed
Prefix & Number	Course Title		C S U	UC	G.E.		

COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE							
1	2	3	4		5	6	7
Prefix & Number	Course Title	Curric -UNET Review Date (Month /Year)	Transfer		G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed
			C S U	UC			

COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE						
1	2	3	4		5	6	7
		Curric-UNET Review Date (Month /Year)	**Transfer**			**Prerequisites, Co-requisites, and/or Recommended Preparations**	Reviewed
Prefix & Number	**Course Title**		**C S U**	**UC**	**G.E.**		

APPENDIX E
SKYLINE COLLEGE

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Program:

Thank you for your time and effort in preparing this Program Review. Your Resource Needs Summary has been shared with the College Budget Committee and the Resource Needs Summary and Executive Summary, with recommendations, has been shared with the College Council.

College President

Comments:

_____
Signature

Separate boxes for each

College Vice President(s)

Comments:

_____
Signature

Curriculum Committee

Comments:

_____
Signature

Original to remain with self-study
Copies to Program Review preparer

Appendix F
Skyline College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review:

1. Was the time frame for completion of Program Review adequate? If not, explain.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

3. Were the questions relevant? If not, please explain and offer suggestions.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

5. Was the data you received from the Office of Planning, Research and Institutional Effectiveness complete and presented in a clear format? Would you like additional data?

6. Please offer any comments that could improve and/or streamline Program Review.

Program Review Completion Check off Sheet

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

		Checked if Completed
1.	Executive Summary	
2.	Program Review Self-Study (including TracDat PSLO report)	
3.	Resource Needs Summary Form	
4.	Course Outline and Prerequisite Checklist Table (Appendix D)	
5.	Response Sheet (Appendix E)	
6.	Evaluation of the Program Review Process (Appendix F)	

2015 Report of Current Status for an Education Program

§

Respiratory Therapy - Advanced Level
at Skyline College
CoARC Program Reference: 200147

§

Annual Report submitted by *ahmedi@smccd.edu (27655)* on *06/29/2015*

Sponsoring Institution and Personnel

Skyline College
3300 College Dr
San Bruno, CA 94066
Phone: 6507384457
Institution Type: Community College or Junior College

President/CEO
Regina Stroud Ed.D.
3300 College Drive
San Bruno, CA 94066
Phone: (650)738-4440
Email: stroudr@smccd.edu

Dean/Administrator
Raymond Hernandez MPH, RRT, NPS
3300 College Drive
San Bruno, CA 94066,
Phone:
Email: hernandezr@smccd.edu

Program Director
Ijaz Ahmed MD, MS, RRT
3300 College Drive
SMT division
san Bruno, CA 94066
Phone: 6507384457
Email: ahmedi@smccd.edu

Billing Contact
Ijaz Ahmed MD, MS, RRT
3300 College Drive
San Bruno, CA 94066,
Phone: 6507384457
Email: ahmedi@smccd.edu

Director of Clinical Ed.
Brian Daniel RRT
3300 College Drive
San Bruno, CA
Phone: (650)738-4180
Fax: (650)738-4299
Email: danielb@smccd.net

Medical Director
Gordon Mak MD
Skyline College
Science, Math, Technology
Respiratory Therapy Program 3300 Colleg
San Bruno, CA
Phone: (650)573-2167
Fax: (650)738-4299

Email: gmak@smcgov.org

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Affiliates

California Pacific Medical Center - Clinical Affiliate - San Francisco, California 94115

St. Luke's Hospital - Clinical Affiliate - San Francisco, California 94110

San Francisco General Hospital - Clinical Affiliate - San Francisco, California 94110

Veteran Affairs San Francisco - Clinical Affiliate - San Francisco, California 94121

St. Francis Hospital - Clinical Affiliate - San Francisco, California 94109

University of California San Francisco - Clinical Affiliate - San Francisco, California 94117

Kaiser Permanente San Francisco - Clinical Affiliate - San Francisco, California 94115

Seton Hospital - Clinical Affiliate - Daly City, California 94015

Mills-Peninsula Health Services - Clinical Affiliate - Burlingame, California 94010

San Mateo General Hospital - Clinical Affiliate - San Francisco, California 94403

Stanford Hospital - Clinical Affiliate - Palo Alto, California 94305

Affiliates

Current Program Statistics

CoARC Reference: 200147

Program Enrollment and Attrition Table with Current and Past Five Years' Data (if available):

Enrollment Year	Enrollment Date	Graduation Date	Estimated Number of Applicants	Maximum number of Students	Number Initially Enrolled	Number Enrolled After Class Start	Total Enrollment Number	'In Progress' To-Date	Non-Academic Attrition	Academic Attrition	Total Attrition	Percent Attrition	# Grads to Date
2002	08/22/2002	06/18/2004	15	25	10	0	10	0	2	0	2	20.0 %	7
2003	08/20/2003	06/17/2005	40	25	25	0	25	0	1	0	1	4.0 %	20
2004	08/19/2004	06/23/2006	65	26	26	0	26	0	4	0	4	15.4 %	22
2005	08/17/2005	06/22/2007	95	29	29	0	29	0	2	0	2	6.9 %	25
2006	08/21/2006	06/27/2008	80	24	24	1	25	0	0	0	0	0.0 %	21
2007	08/14/2007	06/19/2009	85	25	25	0	25	0	2	0	2	8.0 %	23
2008	08/14/2008	06/25/2010	105	25	24	0	24	0	1	3	4	16.7 %	20
2009	08/19/2009	06/23/2011	110	25	24	0	24	0	2	1	3	12.5 %	21
2010	08/16/2010	06/22/2012	130	25	24	0	24	0	1	2	3	12.5 %	21
2011	08/16/2011	06/21/2013	120	25	24	0	24	0	2	2	4	16.7 %	20
2012	08/20/2012	06/26/2014	120	25	25	0	25	1	0	2	2	8.0 %	22
2013	08/19/2013	06/25/2015	120	25	25	0	25	3	2	1	3	12.0 %	19
2014	08/19/2014	06/23/2016	167	25	25	0	25	25	0	0	0	0.0 %	0

Graduates by Enrollment Cohort

Enrollment Year	Enrollment Date	On-Time Graduation Date	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	# Grads to Date
2002	08/22/2002	06/18/2004											7
2003	08/20/2003	06/17/2005											20
2004	08/19/2004	06/23/2006									1	21	22
2005	08/17/2005	06/22/2007									25		25
2006	08/21/2006	06/27/2008								21			21
2007	08/14/2007	06/19/2009						5	18				23
2008	08/14/2008	06/25/2010					1	19					20
2009	08/19/2009	06/23/2011				3	18						21
2010	08/16/2010	06/22/2012			1	20							21
2011	08/16/2011	06/21/2013		1	19								20
2012	08/20/2012	06/26/2014	2	20									22
2013	08/19/2013	06/25/2015	19										19
2014	08/19/2014	06/23/2016											0

Outcomes

Evaluation System: NBRC CRT Credentialing
Cut Score: 80 %
Analysis: The program's attempt and success rates for the NBRC entry level CRT exam continues to remain well above the CoARC threshold levels.
Action: No action is required at this time.

Evaluation System: NBRC RRT Credentialing
Cut Score: N/A
Comments: Students continue to pass the written and clinical simulation and obtain their RRT at a high percentage.

Beginning January 2015 State of California requires RRT minimal credential for issuing Respiratory Care practitioner license.

Skyline College is approved by State Legislature to launch a BS program in fall 2016.

Evaluation System: Attrition/Retention
Analysis: The attrition rate continues to be well below the CoARC threshold. This continues to be due to a large applicant pool and students preparing earlier to enter the program (i.e. completing general education before entering). Program faculty continue to connect with counselors and science course faculty to share information regarding entrance requirements. This helps to better prepare students for program entrance. Faculty also continue to work with students in the first semester to identify student support to improve success for higher risk students. There is also a focus on community building and support among the students in the cohort.
Action: Continue successful efforts for effective program visibility to help maintain a large applicant pool from which to draw students. Focus on those strategies which help with student persistence and success.

Evaluation System: Positive Placement
Analysis: Positive placement for employment continues to be well above the threshold. The employment market continues to be competitive for graduates in the face of a flat, down turned economy.

Most graduates have found employment and only 3 of them are finding difficulty to be gainfully employed in the area for this reporting year. Unable to contact one student after repeated attempts - recorded as unemployed.
Action: Program faculty maintain strong employer connections throughout the bay area to identify job placement opportunities for unemployed graduates. The program conducts bay area human resource survey yearly to identify and meet workforce needs.

Program provides opportunities for graduating class such as Job fair, mock interviews, and licensing application process in spring semester each year.

Evaluation System: Overall Employer Satisfaction
Cut Score: 80 %
Analysis: Knowledge base and psychomotor skills rated at 3 or above with most ratings at 4 and 5 indicating high satisfaction by employers.
Action: No action at this time. We will continue to monitor.

Evaluation System: Overall Graduate Satisfaction
Cut Score: 80 %
Analysis: Graduates rated this domain at 3 or above indicating satisfaction with their level of knowledge and application, and evaluation skills. Graduate ratings continue to be 3 or higher for this domain and clinical and internship experiences continue to meet student needs for success.

Graduates rate knowledge base, competence and clinical and internship experiences at a rating of 3 or above (most at 4 or 5 rating) indicating a high level of satisfaction in all domain areas.
Action: No action at this time. Continue to monitor.

Evaluation System: On-Time Graduation Rate
Analysis: On time graduation rate at 90.9% for 2014, 95% for 2013. One students from cohort 2011 graduated with 2014 graduating class instead of 2013.

Students who "stop out" work with program faculty to create education plan to improve success. 2 students from 2012 cohort are graduating with 2015 graduating class instead of 2014.
Action: Faculty continue to work with students who "stop out" to improve success upon re-entrance to program in following year.

Outcomes Summary

Calculation	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006		Total	
Graduates	21	21	20	23	19	24	18	21	26	21		214	

Calculation	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	Threshold	Current period year ave. 2014 - 2012	Last period year ave. 2013 - 2011	Previous period year ave. 2012 - 2010
Attrition †	N/A	0.0%	12.0%	8.0%	16.7%	12.5%	12.5%	16.7%	8.0%	0.0%	40 ‡	6.7 %	12.2 %	12.3 %
Positive Placement	0.0 %	81.0 %	90.0 %	78.3 %	94.7 %	91.7 %	94.4 %	95.2 %	100.0 %	90.5 %	70	82.8 %	87.1 %	87.9 %
CRT Credentialing Success	0.0 %	100.0 %	100.0 %	100.0 %	100.0 %	95.8 %	94.4 %	100.0 %	100.0 %	90.5 %	80	100.0 %	100.0 %	98.5 %
RRT Credentialing Success	0.0 %	90.5 %	100.0 %	87.0 %	94.7 %	83.3 %	83.3 %	95.2 %	88.5 %	85.7 %	N/A	92.2 %	93.5 %	87.9 %
Overall Employer Satisfaction	N/A	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	N/A	N/A	80	100.0 %	100.0 %	100.0 %
Overall Graduate Satisfaction	N/A	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	N/A	N/A	80	100.0 %	100.0 %	100.0 %
On-Time Graduation Rate	100.0%	90.9%	95.0%	95.2%	85.7%	95.0%	78.3%	84.0%	92.6%	95.5%	N/A	93.7 %	91.9 %	91.9 %

† - This row is based on enrollment date, not graduation date.

‡ - The threshold for this item is reversed. Below 40% meets the Threshold.

Note: Any missing data is marked as N/A.

Calculation	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006		Total	
Enrollment	0	25	25	25	24	24	24	24	25	25		221	

RAM Summary

	Purpose(s)	Measurement System	Date(s) of Measurement	Results and Analysis	Action Plan and Follow-Up/Reassessment
Personnel Resources	To ensure the program has sufficient number of effective laboratory, classroom, and clinical instructors. (2.02/2.15/2.16)	1) Student resource surveys 2) Personnel resource surveys	1) June 2015 2) June 2015	1) Students (n=41) survey were collected. Students (n=39) rated the number of faculty and their effectiveness in the classroom, laboratory, clinical setting at 3 or higher. There were 2 students rated at level 2 for B (2). 2) All AC members/MD (n=13) rated the number and effectiveness in the classroom, laboratory, clinical setting at 3 or higher..	There continues to be adequate personnel and support in the classroom and laboratory. Lab technician support will be continued for this year to help manage supplies and equipment room. Program Director & Dean will meet with faculty involved teaching in the laboratory. Program director will ensure faculty, lab assistant, and senior students are present during lab class. Reassess via SPRS and PPRS next June.
Facilities	To provide adequate classroom, laboratory and accommodations to ensure effective instruction. (2.01)	1) Student resource surveys 2) Personnel resource surveys	1) June 2015 2) June 2015	1) 41 Students completed the survey. 39 students rated facilities at 3 or higher. 7 student rated at 2 [II(1d)} and asked for to new BiPAP machine purchase for Lab. 2) All AC members/MD (n=13) rated facilities at 3 or higher.	Facilities are new (5 years) and meet the needs of program instruction. Program purchased two (2) new Ventilators for lab last year. The program requests to purchase 2 BiPAP machines as a part 2015 annual plan process. A simulation lab is being proposed to be utilized by all Allied Health programs at Skyline College. Reassess SPRS and PPRS next June.
Laboratory Equipment & Supplies	To provide students with the equipment and exercises that will adequately prepare them for clinical practice. (2.01)	1) Student resource surveys 2) Personnel resource surveys	1) June 2015 2) June 2015	1) 41 Students completed the survey. Item #1 - Six students rated at 2 and Two students rated at 1 Item # 2 - Six students rated at 2 and One students rated at 1 Item # 3 - Four students rated at 2 and Two students rated at 1 33 students rated facilities at 3 or higher. Students are asking for new BiPAP machines 2) All AC members/MD (n=13) rated lab equipment at 3 or higher No Comments were noted.	Continue to solicit vendors of respiratory care equipment and clinical affiliates regarding donation of supplies/equipment to program (ongoing - Clinical Director). State budget improved from the previous year. Program purchased 2 new 840 Mechanical ventilation machines. Currently program has 2 BiPAP machine in the Lab. The Program Director has requested purchase of new BiPAP machines in 2015 program annual plan. Proposed simulation lab will be considered in the 15 - 16 academic year. Reassess SPRS and PPRS next June.
Learning Resources	To support student needs for supplemental reading, electronic and print reference materials, and research and computer resources. (2.01)	1) Student resource surveys 2) Personnel resource surveys	1) June 2015 1) June 2015	1) 41 Students completed the survey. 40 students rated facilities at 3 or higher. ONE student rated at 2 Item# 1. Students did not make comments. 2) All AC members/MD (n=13) rated learning resources at 3 or higher.	Learning center and library computers are equipped with printer and accessible to all the students. Allied Health computer lab is equipped with 7 brand new computers purchased in 2014. CRT/RRT preparation software has been purchased for students to use in Allied Health computer labs. Continue to make available software/multimedia resources in Health Center Computer Lab. Review of current software/multimedia resources and update as necessary. (Ongoing - Program Director). Reassess SPRS and PPRS next June.
Instructional/Program Support Resources	To provide student instructional support and other academic support for the program. To provide administrative, clerical support for the program. (2.02/2.17)	1) Student resource surveys 2) Personnel resource surveys	1) June 2015 2) June 2015	1) 41 Students completed the survey. 40 students rated facilities at 3 or higher. One student rated item # 3 at 2 in this section and No comments were noted. 2) All AC members/MD (n=13)	Continue to utilize support provided through division office. The division employs a full time Program Services Coordinator to assist with functions and activities of all departments in the division. Support provides help for

				rated administrative and clerical support at 3 or higher.	faculty in supporting application process, webpage updates, student learning outcomes data management, and various program functions throughout the year. No comments were made by 1 low rater. It is unknown that what type of computer tutorial are needed for respective students. Tutors are available for computer utilization in students learning resource center (LRC). LRC information to all students along with available resources. Reassess instructional support/services and administrative/clerical support via SPRS and PPRS next June.
Clinical Resources	To provide a sufficient variety of tasks and procedures for instruction to allow for student mastery of the program's required clinical competencies. (2.01)	1) Student resource surveys 2) Personnel resource surveys	1) June 2015 2) June 2015	1) 41 Students survey were collected. 39 students rated clinical resources at 3 or higher. Two students rated Item # 3 at 2. 2) All AC members/MD (n=13) rated clinical resources 100% at 3 or higher.	Clinical resources continue to be adequate and provide sufficient variety of patient populations and procedures. Program and clinical faculty continue to collaborate to assess, seek and provide clinical opportunities during the clinical phase of the program. Each hospital have different name brand equipment. During their rotation we make sure students gets exposure and are comfortable using equipment utilized at the respective facility. Reassess SPRS and PPRS next June.
Medical Director	To provide effective medical direction/administration for the program to insure that current standards of medical practice are met. (2.14)	1) Student resource surveys 2) Personnel resource surveys	1) June 2015 2) June 2015	1) 41 Students completed the survey. 39 students rated at 3 and above all the items. Below is the survey info: These are result from 2 surveys Item # 4 -- One students rated at 2 and One students rated at 1 2) All AC members/MD (n=13) rated medical director at 3 or higher. Medical Director continues to be highly engaged in various aspects of the program.	Continue collaboration with Medical Director to ensure current standards of medical practice are met and provide high level of engagement with students (ongoing - Program Director, Clinical Director, Medical Director). 2nd year students attend Clinical seminar class for a semester. 1st year students meet with Medical director during meeting. 1st year students are in Pre-clinical phase do not get much exposure with medical director. Reassess SPRS and PPRS next June.
Physician Interaction	To ensure that program graduates can communicate and work effectively with physicians in a confident and professional manner. (2.14)	1) Student resource surveys 2) Personnel resource surveys	1) June 2015 2) June 2015	1) 41 Students completed the survey. 39 students rated at 3 and above all the items. Below is the survey info: These are result from 2 surveys item # 1 -- One students rated at 2 Item # 2 -- One students rated at 2 and One students rated at 1 Item # 3 -- One students rated at 2 and One students rated at 1 2) All AC members (n=13) rated physician interaction at 3 or higher.	Student, faculty, and advisory committee members indicate high satisfaction regarding student/physician interaction. Continue physician presence by having clinical affiliate physicians address the students while in the clinical setting on various aspects of respiratory care (Ongoing - Clinical Director). Reassess SPRS and PPRS next June.
Financial Resources	To provide adequate fiscal support for the retention of personnel and the acquisition and maintenance of equipment and supplies. (2.01)	1) Budget review 2) Personnel resource surveys 3) Advisory Minutes	1) June 2015 2) June 2015 3) Quarterly	1) Operating and personnel budgets are improving from a California state budget perspective. The San Mateo County voters approved a parcel tax which continues to support college/department budget. The San Mateo County property Values are gone 6-8% above that last year.	Detailed budget reports continue to be shared and explained at advisory board meetings (Ongoing - Program Director, Advisory Chair). Program and Clinical Director will continue to advocate program needs to division Dean. Reassess SPRS and PPRS next June.

				2) All AC members/MD (n=13) rated financial resources at 3 or higher. 3) Program and district budget information continues to be shared at quarterly meetings.	

RESPIRATORY CARE PROGRAM

ADVISORY COMMITTEE MEETING
Tuesday, August 25, 2015
5:30 – 6:00pm – Dinner
6:00 – 7:30pm – Meeting
Building 7, 2ⁿᵈ floor, room 7215

AGENDA

I.   Introduction as necessary

II. New Faculty Introduction

III. Minutes from last meeting

IV. Continuing Business

   a. Enrollment_ Ijaz

   b. Budget Update _ Ray

   c. Clinical Rotations _ Brian Daniel

   d. Work permits from State Board _ Ijaz

   e. RT Club Update _ Ingrid

V.   New Business

   a. Advisory board meeting

   b. Baccalaureate Degree Curriculum Update _ Ray

   c. AARC / CSRC / NBRC / RCB Updates - Ijaz

VI. Announcements/Other _ Ijaz
   • Lungapalooza – 9/26/2015

VII. Date for next meeting
   • January XX, 2016

Skyline College
Respiratory Therapy Program Community College Advisory Committee Meeting Minutes
August 25, 2015

In attendance:
Skyline faculty, clinical site managers and clinical preceptors, 11 First and Second Year RT Program students
Lee Guion (Chair, Recording)

TOPIC	DISCUSSION	ACTION
Minutes from last meeting	Minutes approved	Minutes of past meetings posted on Skyline website.
Continuing business: Enrollment (Ijaz)	Current enrollment: 22 first-year students will be returning as second-year students. 21 second-year students graduated on June 25th. There were 125 applicants for fall semester. Through the open lottery system 25 new students were selected to begin the Fall 2015 semester, plus 2-3 returning students.	Ijaz will continue to inform committee of enrollment & attrition with the goal of maintaining or improving positive outcomes for all students.
Budget update (Ray)	The budget situation for Skyline College is stable. Skyline College is 100% community supported through San Mateo County taxes. The recent State budget increases will not impact us. The challenge now is how to best serve students in a time of increasing enrollment.	Ray will continue to keep committee members informed of the financial health of Skyline College and RT Program.
Clinical rotations (Brian)	Brian is looking to expand CCU clinical sites (Example: Highland Hospital in Oakland.) Second-year students were able to find hospital internships despite competition with students from other Respiratory Care programs.	Brian will continue to report on student clinical experience and addition of new clinical sites with the goal of maintaining or improving the quality of clinical experiences for all students.
Student reports	**Second Year:** New scrubs and Skyline College arm patches improve professional image. Two teams competed in Sputum Bowl at CSRC this past spring. **First Year:** 22 students successfully completed hospital rotations. CSRC and Breathe California Scholarships were presented at the CSRC convention. Graduation was held on June 25th.	Students will continue to find fundraising and community volunteer opportunities that allow for continued education and promotion of the profession of Respiratory Care.

New Business: Baccalaureate Degree Curriculum Task Force (Ray) Announcements: Upcoming events Date for next meeting	Respiratory Care Program faculty along with members of the Community Advisory Committee and RCPs in leadership positions in Northern California completed curriculum development for the BS program that will commence beginning a year from now, Fall Semester 2016. Specifics below: • 26 units of upper division coursework based on industry feedback • 48.5 units of lower division major work in Respiratory Care will be transferred to meet bachelor degree requirements (completed receiving an A.S. in Respiratory Care) • 39 units of California State University general education lower division units will be required to meet bachelor degree requirements (much of this has been completed receiving an A.S. in Respiratory Care) Current students, graduates and practitioners throughout the Bay Area are eligible if they have completed a CoARC accredited Respiratory Care program and complete at least 30 of 39 CSU general education lower division units. Student may need to complete additional 6.5 credit units' lower division general education in order to meet state requirement of 120 credit units for BS degree. Credential success award was presented at the 2015 AARC Summer Forum Tuesday, February 2, 2016	RT Program faculty and administrators will continue to seek and provide improved educational opportunities for students with the goal of promoting classroom and clinical excellence and expanding professional opportunities following graduation.