



Skyline College

Program Review Update Report 2025 - 2026

SKY Dept - Respiratory Care

Jessica Hurless

12/11/2025

SKY Instructional Program Review Update

Submitter Name:

Anrey Bartoszynski; Brian Daniel

Submitter Date:

11/12/2025

DIVISION:

Science, Technology, Engineering, and Mathematics (STEM)

PROGRAM NAME:

Respiratory Care

YEAR OF REVIEW:

2024-2025

1. STUDENT LEARNING OUTCOMES

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed in the last three years?

Number of Course SLOs:

68

Percentage:

87

ii. Which course(s) were assessed in the last three years?

RPTH 410

RPTH 415

RPTH 448

RPTH B10

RPTH B20

RPTH B30

RPTH 430

RPTH 445

RPTH B50

RPTH B52

RPTH 420

RPTH 450

RPTH B40

COMM B10

SOSC B10

RPTH 495

RPTH B15

RPTH B90

RPTH 485

RPTH 488

iii. Degree-bearing programs are expected to assess Institutional SLOs, ideally during each ISLO's featured year. List which course(s) were assessed for which ISLOs in the last three years.

Effective Communication

RPTH 410

COMM B10

RPTH B50

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Information Literacy

RPTH 410

RPTH B40

RPTH B90

Citizenship

SOSC B10

iv. Drawing from course and institutional SLOs results, what notable conclusions were drawn? Which results led to action(s) that were planned or taken, if any, to enhance student learning in those courses?

All courses in the Associate of Science and Bachelor of Science Degree at a minimum received, "Met Criterion" as the overall assessment results. Intervention strategies are not applicable since all threshold had been met. However, due to the ever changing respiratory care and recent advances in AI (artificial intelligence) have all faculty working consistently to make pedagogical improvements. Such as, a recent change to our internship and course alignment for RPTH-488, upcoming embedded tutors for RPTH-430, and a recent change to the RPTH-490 Neonatal and Pediatrics units from 2.0 to 3.0 units to include new content in the curriculum to meet the industry standards in neonatal and pediatric care. Another change includes the updated Student Program Handbook for both the BSRC and ASRC program to include program outcomes mapping, and remediation program to be more transparent with students about the program learning expectations.

2. CURRICULUM

Please indicate whether the following tasks have been completed:

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Yes

Updated the program website with new and/or changed PSLOs after they are published in the College Catalog

Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

3. ADDITIONAL INFORMATION

Please note anything else that has not been captured above that is relevant to program accomplishments, challenges, and resource needs. Explain and document your response as needed.

Skyline Respiratory Care Programs Recognized for Accreditation Excellence

In its 2025 Annual Report review, the Commission on Accreditation for Respiratory Care (CoARC) affirmed that Skyline College's Associate of Science (AS) and Bachelor of Science (BS) in Respiratory Care programs exceeded all national accreditation thresholds and continue to demonstrate strong outcomes and program quality.

The AS Respiratory Care Program (CoARC #200147) met or surpassed every required outcome measure, reflecting exceptional performance and full compliance with accreditation standards. The BS Degree Advancement Program (CoARC #510016) also received full affirmation of compliance and was commended for its continued participation in national outcomes assessment initiatives.

CoARC leadership recognized the programs for their commitment to continuous quality improvement, and Dean Jessica Hurless highlighted the collaborative efforts of faculty, clinical partners, and students in achieving this level

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of excellence.

Skyline College's Respiratory Care programs prepare graduates for high-demand roles in cardiopulmonary care through strong clinical partnerships, simulation-based learning, and a supportive academic environment. CoARC accreditation serves as a national indicator of program quality, accountability, and workforce readiness.

Related Documents

[200147 CoARC ASRCS Annual Report Letter 8.2025.pdf](#);

[510016 RCS Outcomes Letter 10.2025.pdf](#);

[Curriculum Mapping for BSRC Program PSLO_ESLO Introduce, Developed, and Mastered Align.docx.pdf](#);

[3 year Respiratory Care Fa25-Sp28 Assessment Calendar .docx.pdf](#);

[V7.b 510016 BSRC PROGRAM HANDBOOK 2025-2028.pdf](#)

Goals & Resource Requests

ASRC Ongoing Goal 1: Develop Critical Thinking and Decision-Making Skills:

Students will enhance their critical thinking, clinical reasoning, and decision-making abilities to effectively assess patients, interpret diagnostic data, and develop comprehensive, evidence-based care plans. This goal emphasizes continuous development through hands-on simulation exercises, case studies, clinical rotations, program internships, and interdisciplinary collaboration.

Students will be challenged to integrate theoretical knowledge with real-world patient scenarios, critically evaluate patient conditions, anticipate potential complications, and implement appropriate interventions during embedded internship following their last clinical rotations.

Ongoing assessment and feedback will ensure progressive mastery of these skills, preparing students to provide high-quality, patient-centered respiratory care in diverse clinical settings.

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

1) Curriculum Integration (Fall 2025 – Spring 2026)

*Finalize and incorporate enhanced critical thinking and clinical reasoning activities into course syllabi, simulation labs, and case study modules.

*Train faculty on best practices for facilitating clinical reasoning, decision-making exercises, and providing structured feedback.

2) Student Engagement in Clinical Experiences (Spring 2026 – Spring 2028)

*Launch the first student internship cycle in Spring 2026, integrating real-world patient care opportunities to reinforce critical thinking and care plan development.

*Continuously monitor and document student performance in simulations, case studies, and clinical rotations.

3) Data Collection and Evaluation (Spring 2026 – Spring 2028)

*Collect quantitative and qualitative data on student performance in clinical reasoning, assessment skills, and care planning throughout the internship and course activities.

*Implement faculty feedback mechanisms, reflective journals, and evaluation rubrics to track student progress.

4) Continuous Improvement (Ongoing, 2026–2028)

*Analyze collected data at the end of each semester to identify trends, areas for improvement, and student learning gaps.

*Adjust curriculum, simulations, and clinical experiences based on findings to enhance skill development for the next cohort.

5) Full Program Assessment (Spring 2028)

*Conduct a comprehensive review of the two-year data cycle to evaluate the effectiveness of critical thinking and decision-making development initiatives.

*Prepare recommendations for ongoing curriculum refinement and future program goals.

Mapping

- SKY Strategic Goals: (X - *Highlight Selected*)

- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (X)

Goals & Resource Requests

ASRC Ongoing Goal 2: Provide Diverse Clinical Experiences

Students will gain exposure to a broad range of healthcare settings, including tertiary centers, teaching hospitals, community hospitals, outpatient clinics, neonatal and pediatric units, and Level 1 trauma centers. This goal emphasizes continuous development of clinical competence, adaptability, and professional confidence by providing students with hands-on experience in varied patient populations, disease processes, and healthcare delivery models. Students will learn to navigate different institutional protocols, interdisciplinary team dynamics, and resource availability while delivering patient-centered care. Ongoing reflection, faculty mentoring, and structured evaluations will ensure students integrate these experiences to strengthen clinical decision-making, problem-solving, and adaptability, preparing them to practice effectively in diverse and evolving healthcare environments.

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

1) Clinical Site Identification and Partnerships (Fall 2025 – Spring 2026)

*Identify and establish partnerships with a variety of clinical sites, including tertiary centers, teaching hospitals, community hospitals, neonatal and pediatric units, and Level 1 trauma centers.

* Develop agreements and orientation processes with clinical preceptors to ensure alignment with program learning objectives.

2) Curriculum Alignment and Preparation (Fall 2025 – Spring 2026)

*Integrate clinical experiences into course syllabi, simulations, and case studies to reinforce learning outcomes.

*Prepare students for diverse clinical environments through pre-clinical orientation, safety protocols, and institution-specific procedures.

3) Clinical Experience Implementation (Spring 2026 – Spring 2028)

*Begin student placements in diverse clinical settings starting Spring 2026.

*Rotate students through multiple site types, ensuring exposure to neonatal, pediatric, trauma, and adult patient populations.

*Provide ongoing faculty supervision and mentorship to support skill development and professional growth.

4) Data Collection and Ongoing Evaluation (Spring 2026 – Spring 2028)

*Collect data on student performance, adaptability, and clinical competence through preceptor evaluations, reflective journals, and structured assessments.

*Implement continuous feedback loops to help students reflect on and improve their clinical practice.

5) Program Review and Continuous Improvement (Spring 2028)

*Analyze two years of data to evaluate the effectiveness of diverse clinical experiences in developing student competence and adaptability.

*Use findings to refine clinical placement strategies, curriculum integration, and student preparation for future cohorts.

Mapping

- SKY Strategic Goals: (X - Hightlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)
- **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (X)

Goals & Resource Requests

ASRC Ongoing Goal 3: Integrate Advanced Technology and AI in Learning:

Students will become proficient with the latest healthcare technologies, including next-generation ventilators, advanced therapeutic and diagnostic tools, AI-driven applications, and high-fidelity manikins, to enhance modern patient care. This goal emphasizes continuous skill development by integrating technology into simulation labs, case studies, and clinical rotations. Students will learn to interpret AI-supported patient data, operate advanced equipment, and apply therapeutic interventions using high-fidelity manikins to simulate realistic patient scenarios. Faculty-guided exercises and structured feedback will ensure students develop competency in both technical operation and clinical reasoning, preparing them to deliver innovative, high-quality, and efficient patient care in technologically advanced healthcare environments.

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

1) Technology and Simulation Integration Planning (Fall 2025 – Spring 2026)

*Identify and procure next-generation ventilators, advanced diagnostic/therapeutic tools, AI-driven applications, and high-fidelity manikins for student use.

*Train faculty on the operation and integration of these technologies into simulations, case studies, and clinical learning activities.

2) Curriculum Alignment (Fall 2025 – Spring 2026)

*Incorporate technology-focused exercises and AI-assisted decision-making activities into course syllabi and simulation lab scenarios.

*Develop protocols and assessment rubrics for student competency in operating equipment, interpreting AI data, and applying interventions on high-fidelity manikins.

3) Student Learning Implementation (Spring 2026 – Spring 2028)

*Begin student engagement with advanced technologies and high-fidelity manikins starting Spring 2026 during simulation labs, case studies, and clinical rotations.

*Provide hands-on experiences and real-time guidance to reinforce safe, effective, and evidence-based patient care practices.

4) Data Collection and Ongoing Evaluation (Spring 2026 – Spring 2028)

*Collect data on student proficiency, decision-making accuracy, and technology integration skills through structured evaluations, faculty observations, and simulation performance metrics.

*Implement continuous feedback to support skill refinement and confidence in clinical technology use.

5) Program Review and Continuous Improvement (Spring 2028)

*Analyze collected data to assess the effectiveness of technology and AI integration in enhancing clinical competence and patient care readiness.

*Refine curriculum, simulation exercises, and technology use strategies for future cohorts based on findings.

Mapping

- SKY Strategic Goals: (X - Hightlight Selected)

- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

Goals & Resource Requests

ASRC Ongoing Goal 4: Decrease Course Failure Rate

ASRC students will receive targeted academic support, enhanced instructional strategies, and proactive intervention to reduce high course failure rates. This goal emphasizes continuous monitoring and support, including early identification of at-risk students, discipline-specific tutoring, faculty mentoring, embedded tutors, and supplemental learning resources.

Students will engage in interactive learning activities, competency-based assessments, and reflective exercises to reinforce understanding of foundational respiratory care concepts and clinical skills. Ongoing evaluation of student performance will guide the refinement of instructional approaches, ensuring improved student progression, retention, and program completion within the ASRC program.

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

1) Early Identification of At-Risk Students (Fall 2025 – Spring 2026)

*Implement early-warning indicators, including assessment performance, attendance, and participation in labs and simulations, specifically for ASRC courses.

*Train faculty to recognize academic risk factors and initiate timely interventions.

2) Targeted Academic Support (Fall 2025 – Spring 2028)

*Provide discipline-specific tutoring, supplemental instruction, and peer mentoring tailored for ASRC students.

*Offer focused review sessions and workshops on challenging course content and clinical skills.

3) Curriculum and Instructional Refinement (Fall 2025 – Spring 2028)

*Review and adjust ASRC course content, instructional methods, and assessments to enhance clarity, engagement, and alignment with learning outcomes.

*Incorporate active learning, competency-based evaluations, and simulation exercises to reinforce foundational skills.

4) Ongoing Monitoring and Feedback (Spring 2026 – Spring 2028)

*Track ASRC student performance using formative assessments, lab evaluations, and clinical competencies.

*Provide individualized feedback and action plans for students at risk of failing.

5) Data Collection and Program Review (Spring 2026 – Spring 2028)

*Collect and analyze data on ASRC course failure rates, student progression, and intervention effectiveness.

*Use findings to refine academic support strategies, guide faculty development, and improve overall student success and retention.

Mapping

- SKY Strategic Goals: (X - Hightlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

Goals & Resource Requests

BSRC: Ongoing Goal 4: BSRC Program Student Enrollment Pattern

BSRC Program Student Enrollment Pattern

Current program scheduling admits students once a year in a cohort model and requires students to enroll full time (12 units per semester). Potential students work as healthcare providers and many are seeking work/school/life balance when considering further education opportunities. The program is looking into how to restructure scheduling patterns so students can enter at any given term and choose a schedule that may work for them. Considerations would include open rolling application process, transcript review, prerequisite course patterning, and assignment and pedagogy elements between paired courses.

Year Initiated

2023 - 2024

Goal Status

Active

Mapping

- SKY Strategic Goals: (X - Hightlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

UPDATE

Goal Update Date

11/12/2025

Academic Year Updated

2025 - 2026

Goal Update

On Schedule

Goal Update Narrative

Goals & Resource Requests

This goal has been addressed through a substantive change to the BSRC program, which has been reviewed and approved by the Commission on Accreditation for Respiratory Care (CoARC). The program completion structure has been updated to align with a flexible schedule, allowing students to enter at multiple terms and choose a course load that supports work, school, and life balance. This change includes adjustments to the application process, prerequisite course sequencing, and instructional planning to ensure student success.

Early outcomes from this new scheduling pattern have shown good retention rates. The program continues to focus on strategies to increase enrollment, with the next plan being to open the BSRC program to out-of-state students who have completed their ASRC degree from a CoARC-accredited institution.

In addition:

Update on: Resource Request: Facilitated by BSRC Program Faculty Coordinator with support from Director RC & AH, Community of Practice meetings will be utilized to have discussion, provide feedback and share progress to goal.

Division Name: STEM

Program Name: Respiratory Care BSRC

Year of Request: 2023/2024

Resource Description: NA

Resource Type: NA

Funds Type – Mark all that apply. NA

Cost: NA

Level of need, with 1 being the most pressing (1)

Please note that this 2023–2024 resource request is no longer applicable to the BSRC program. The Community of Practice (COP) meetings was done to provide guidance and a hand-off to the next group of faculty for the same student cohorts. These meetings helped incoming instructors understand which students might need additional support to succeed and complete the program on time.

However, the cohort structure is no longer in place. The BSRC program now follows a structure similar to open enrollment, which is carousel with flexible schedule model (CFSM), approved by the curriculum committee and the respiratory accrediting body. Students are taking different courses independently, so hand-offs to the next instructor are no longer necessary.

BSRC: Ongoing Goal 5: BSRC Program Marketing

BSRC Program Marketing

BSRC Program enrollment has declined over the past 3 years. BSRC Program Faculty Coordinator and Director of RC & AH will collaborate with MCPR to create and execute a marketing plan to include outreach to Statewide ASRC program students, California licensed practitioners and RC professional organizations. Counselors will identify and execute a strategy to support student matriculation from feeder programs.

Outreach marketing and matriculation strategies will support increased enrollment and FTES college and district goals.

Year Initiated

2023 - 2024

Goal Status

Active

Implementation Step(s) and Timelines

Mapping

- SKY Strategic Goals: (X - Hightlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (X)

Goals & Resource Requests

UPDATE

Goal Update Date

11/12/2025

Academic Year Updated

2025 - 2026

Goal Update

On Schedule

Goal Update Narrative

This goal is being addressed. The RC Program Faculty Coordinator (aka RC program director), and the Director of Allied Health have collaborated with MCPR to implement a comprehensive marketing plan, targeting statewide ASRC program students, California-licensed practitioners, and respiratory care professional organizations. Outreach strategies include coordination with college counselors to support student matriculation from feeder programs.

Continuing strategies to increase enrollment include utilizing social media platforms such as LinkedIn and the Skyline Instagram platform, as well as collaboration with respiratory care organizations to post a video through the MoreRTs campaign—a joint initiative from the National Board for Respiratory Care (NBRC), the American Association for Respiratory Care (AARC), and the Commission on Accreditation for Respiratory Care (CoARC). These ongoing efforts aim to support program visibility, attract prospective students, and contribute to college and district FTES goals.

In addition:

Update on: Resource Request: Facilitated by BSRC Program Faculty Coordinator with support from Director RC & AH, Community of Practice meetings will be utilized to have discussion, provide feedback and share progress to goal.

Division Name: STEM

Program Name: Respiratory Care BSRC

Year of Request: 2023/2024

Resource Description: NA

Resource Type: NA

Funds Type – Mark all that apply. NA

Cost: NA

Level of need, with 1 being the most pressing (1)

Please note that this 2023–2024 resource request is no longer applicable to the BSRC program. The Community of Practice (COP) meetings was done to provide guidance and a hand-off to the next group of faculty for the same student cohorts. These meetings helped incoming instructors understand which students might need additional support to succeed and complete the program on time.

However, the cohort structure is no longer in place. The BSRC program now follows a structure similar to open enrollment, which is carousel with flexible schedule model (CFSM), approved by the curriculum committee and the respiratory accrediting body. Students are taking different courses independently, so hand-offs to the next instructor are no longer necessary.