

Respiratory Care

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

The respiratory care program has been effective in recruiting and retaining students classified as disenfranchised or marginalized. 53% of the programs completers are Hispanic followed by 13% of completers classified as African American and Asian. The retention rate of students within the program is 92%. We believe the cohort model of this program and the relationship built between faculty and student are two contributing factors for the successful outcomes of our students.

<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>

2. Are there specific aspects of the program that are exemplary or could serve as a model?

Program faculty participate in informational activities at local area high schools. Additionally, faculty and students participate in community outreach programs providing respiratory care education and diagnostics for community members. We believe this informs the community of the profession of respiratory care and that a pathway toward entering the profession begins at Modesto Junior College.

The programs students have participated in the regional Sputum Bowl competitions and have placed over the past two years. This due to faculty committed to enhancing the student experience and working tirelessly in preparing the students.

3. What do others see as the program's strengths?

Data demonstrates that students/completers of the program become employed and earn higher than the county's current living wage. Data showed that 71% of students graduating from the program earned at living wage and 84% of completers were employed within one year after completing the program.

The dynamic nature of the profession requires on-going education in providing patient care within a changing and diverse patient population. The program faculty remain current with professional licensure and professional development; however, funding for continued professional development is necessary for providing instruction that prepares the program's students for being skilled and competent upon entry into the profession.

The program has been assigned a percentage of additional support staff which assists the program directors and faculty to meet the demands associated with maintaining two programs.

<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

Students are meeting the program learning outcomes, skills, and competencies at a 92% rate of completion. The skills and competencies of focus in the A.S. degree program are those competencies and skills required for passing the national board exams and entry into the profession. The skills and competencies of focus in the B.S. degree program prepare working professionals or A.S. degree graduates for management, education, and leadership.

<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

The demographic data reveals that the majority of students within the program is ethnically diverse. However, it is noted that only 5% of students within the program are classified as African American and 7% classified as Asian ethnicity.

<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>

6. What disproportionate gaps need to be addressed?

African American and Asian populations are poorly represented within the data for the program's student population. While the data may reflect the demographic makeup of Stanislaus County, it may also reflect a need for more community outreach to better inform the community and potential students.

<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

Currently, the A.S. degree program is a day program. Students meet on campus 1 to 2 days per week. In addition, students are required to complete one 12-hour shift/week until the fourth semester where they are required to meet on campus 1 day/week and complete two 12-hour shifts/week. For our working students, this is very difficult. We do not offer evening classes and online/hybrid offering has yet to be discussed.

A.S. degree students have provided feedback regarding the Pediatric/Neonatal course and clinical rotation. This course was moved from the summer session to the fall semester due to college costs. Offering the course during the summer would provide better scheduling for the students as well as improve clinical rotation assignments.

The B.S. Degree Program in Respiratory Care is offered completely online. We believe this meets the needs of working professionals desiring an advanced degree.

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

The program equipment is relatively up-to-date. However, because of the dynamic nature of healthcare, new modes and modalities of therapy are introduced frequently. The equipment within the programs lab is quickly becoming outdated. This may create difficulty for our students as they transition into the workforce. Maintaining current equipment is a necessity. Additionally, current accreditation standards recommend simulation assessment and multi-disciplinary hospital scenarios within curriculum. Currently, the program has not acquired high fidelity manikins for patient simulation assessment. This does cause a gap toward developing skills and competencies.

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

MJC now offers a B.S. degree in Respiratory Care. The B.S. degree is currently in pilot status which sunsets in 2025. This program was funded by the state for the first year; however, institutional funding by the college is to sunset date and thereafter.

Offering a B.S. degree is meeting a professional and workforce need as trends within the industry are moving toward a B.S. degree as the entry level degree. The Commission on Accreditation of Respiratory Care (CoARC) which is the programs accrediting agency, is no longer accrediting new programs solely offering an A.S. degree.

Both the A.S. and B.S. degree programs received full accreditation in Spring, 2019.

http://www.aarc.org/careers/respiratory_therapy_degree_advancement/

10. What are some industry or disciplinary trends that could enhance the program?

Patient simulations with high fidelity manikins and the practice of simulation-based assessment is widely becoming the standard within respiratory care programs. Additionally, providing multidisciplinary patient scenarios prepares students for

interactions and effective communication with team members in other healthcare disciplines.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6422207/>

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

The A.S. degree program is highly dependent upon local area healthcare facilities for clinical rotations. Students complete 800 clinical rotation hours before graduating. The influx of students at the clinical sites from private colleges is significantly impacting our ability to locally place students at clinical sites. Students are currently required to complete clinical rotations in Merced, Stockton, Sonora, Tracy, and Madera. This means students with financial instability may incur additional costs to complete the clinical hours required for graduation. Also, the program currently has a contract with Davis Medical Center in Sacramento; however, adjunct clinical instructors nor faculty are able to visit students in the Sacramento area.

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

Program graduates incur significant costs to enter the profession. They are required to pass national boards and employers are currently requiring potential new hires to have the Neonatal Resuscitation, Pediatric Advanced Life Support, and Advanced Cardiac Life Support certifications before being hired. The national boards and certifications is costly and this along State of California licensure may create a financial barrier for entry into the profession.

13. What other obstacles does the program face?

The B.S. degree program is not meeting the maximum number of enrollees due to the CSU-GE requirements. A number of applicants are facing the challenge of completing the lower division GE coursework before admission into the advanced degree program. Additionally, nationally marketing the program requires funding for advertising throughout the country. The online program is aligned with meeting the challenge of out-of-state students.

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
Improve student learning through improved technology within the classroom and laboratory and enhanced instruction through professional development.	Innovative Education	Professional Development

Reduce financial barriers for transition into the professional workforce	Equity	Student Support
. Improve B.S. degree program enrollment and provide community awareness of both the A.S. and B.S. degree programs.	Workforce Needs	Program Design

Activities

Activities	In Support of Goal #	Outcome or Deliverable
Provide simulation assessment	Goal #1	Improved National Board pass rates and employment
Community outreach	Goal #3	Increase number of B.S. degree students and A.S. graduate transition into the workforce
Faculty and Student professional development	Goal #1	Improved board pass rates and transition into the workforce
Nationwide advertising for B.S. degree program	Goal #3	Increased number of students enrolled into the B.S. degree program
Update laboratory equipment	Goal #1	Improved board pass rates and transition into the workforce

Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	AARC Summer Forum/Conference/Community Outreach/Advanced Life Support Certifications	2	11000
Equipment	Mechanical Ventilators (2)	1	50000
Technology	High Fidelity Manikin	1	100000
Other	Nationwide advertising of B.S. Degree Program	4	10000