

2020 Annual Program Review

Program Name: Health Science-Respiratory Therapy

Program Review Author: Salvador Santana

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

Note: If no changes have occurred, feel free to copy and paste from your last review. If it exists, feel free to copy the brief description of your program from the college catalog: <http://www.smc.edu/CollegeCatalog/Pages/default.aspx>

The Santa Monica College (SMC) Respiratory Therapy Program has contributed to the needs of the community by training respiratory therapists since 1969. Until 1996, the SMC Respiratory Therapy Program was in a “consortium” with UCLA Medical Center and together they operated the program until organizational restructuring at the Medical Center in 1996. That same year, the SMC Respiratory Therapy Program formed a new consortium with East Los Angeles College (ELAC) Respiratory Therapy Program. The innovative partnership allowed the SMC Respiratory Therapy Program to continue to provide career training for students who desired to enter this allied health specialty, as well as to continue to help meet the need for respiratory therapists in the local community. In 1997, the California Community College Chancellor recognized the uniqueness of this partnership by awarding it with a “Student Success” Award.

How the Partnership “Works”:

The ELAC/SMC Respiratory Therapy Program admits 50 students per annual cohort: SMC admits 20 students and ELAC admits 30 students. Students choose a “home campus,” either ELAC or SMC; not both, for the purpose of admission to the Respiratory Therapy Program. Students that select SMC as their “home campus” complete all first year of course work (Life and Physical Sciences, General Education, and Respiratory Therapy courses, including RES TH 2) on the SMC campus.

Upon completion of first year courses, SMC students join ELAC first-year students to start their second year, primarily focused on clinical experience. Upon completion of the Respiratory Therapy Program, students earn a certificate of completion from ELAC and an associate degree in Respiratory Therapy from their home campus.

The primary goal of the Respiratory Therapy program is to train and graduate, excellent, competent, advanced-level Respiratory Care Practitioners. In addition, the program goal supports the mission of college, to provide safe, inclusive, and dynamic learning environment that encourages personal growth and elicits intellectual exploration. The program strives to provide high-quality education and life-transforming career education to individuals from diverse ethnic and socioeconomic backgrounds. Furthermore, consistent with college’s mission, the program helps students reach their academic goal and prepare them for a highly technical, high-skilled, and well-paying healthcare career.

While the partnership has been mutually beneficial to both colleges, a mandate from the Commission on Accreditation for Respiratory Care (CoARC) not to grant accreditation to new associate degree programs, led SMC to seek accreditation for a standalone respiratory care program. The mandate determined that effective January 1, 2018, accreditation for new respiratory care programs would exist only at the baccalaureate degree level or higher. SMC is in the last phase of the accreditation process for an associate degree program, having submitted a letter of intent December 30, 2017. The last step in the accreditation process requires a site visit to campus, and if all goes well, conditional approval is conferred. The site visit was to take place in March 2020;

however, due to the COVID-19 pandemic, the college closure and uncertainty to keep site visitors safe, the visit was cancelled. Although it was rescheduled, it had to be postponed due to aforementioned reasons. The plan is for the CoARC to conduct a site visit sometime before January 16, 2021 or reevaluate the situation then, whether it happens or not will depend on the status of the pandemic.

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II. PROGRESS SINCE LAST REVIEW (LAST YEAR’S OBJECTIVES)

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

Objective	Status (Check one)	Status Explanation
The objective was to attain accreditation for a standalone Respiratory Care Program.	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	Everything was going according to plans, we were scheduled to have a site visit, which is the last step before accreditation is granted. Unfortunately, due to the pandemic the site visit was cancelled, even though it was rescheduled it had to be postponed. The good news is that the CoARC extend the time to get accreditation until January 16, 2021. Accordingly, the plan is to schedule the site visit for fall 2020.
Hire a new full-time faculty to be the Director of Clinical Education	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	For a program to be considered for accreditation, the program must have at least two full time faculty. One to be Program Director and one to be the Director of Clinical Education.
Click or tap here to enter text.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	Click or tap here to enter text.

III. ACHIEVEMENTS

(Optional) List any notable achievements your program accomplished in the last year.

<p>We are immensely proud to have being recognized by the Commission on Accreditation for Respiratory Care (CoARC) as one of the selected programs to receive the Distinguished RRT Credentialing Success Award. This award is presented for Registered Respiratory Therapy credential. The credential is awarded after successfully passing the Therapist Multiple Choice exam (TMC) at the high threshold and the Clinical Simulation Exam. The RRT credential is considered the standard of professional achievement. From a program effectiveness perspective, the CoARC views the RRT credential as a measure of a program’s success in inspiring its graduates to achieve their highest educational and professional aspirations.</p>

The CoARC Board used objective criteria based on key accreditation metrics documented in the 2018 Annual Report of Current Status (RCS). These programs were required to: (1) have three or more years of outcomes data; (2) hold accreditation without a progress report; (3) document RRT credentialing success of 90% or above, and (4) meet or exceed established CoARC thresholds for CRT credentialing success, retention, and on-time graduation rate.

IV. CURRENT PLANNING AND RESOURCE NEEDS

Part 1: Narrative

Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed or the next academic/fiscal year.

Part 2: List of Resources Needed

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year.

While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.

Resource Category	Resource Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources	Increase adjunct hours for skills lab and simulations. Increase release time for program director and director of clinical education.	Rearranging room setups will require smaller group of students in the labs, which means more sections per class. More sections mean more faculty, and more faculty load. In addition, as the program continues to seek accreditation for standalone program, the faculty should get sufficient release time to complete accreditation standards.
Facilities (<i>info inputted here will be given to DPAC Facilitates Comm.</i>)	Designated HS rooms for skills labs. Remove single chair desks and replace with tables chairs. Turn on AC and keep SMC Bundy 3 rd floor bathrooms open. Sanitation of designated HS skills lab rooms.	Student and staff safety. Having chairs and tables will allow for easy room configuration, maintain social distancing and allow students to complete skills and have hands-on experience.
Equipment, Technology, Supplies (<i>tech inputted here will be given to Technology Planning Committee</i>)	Computer assisted simulation software installed in labs and available online to be access at home by students. Safety supplies- thermometers, personal protective equipment (masks, face shields or goggles, gloves), hand sanitizer, cleaning solution. Skills lab supplies- Home kits (respiratory care equipment for student hands-on practice).	Computer assisted clinical simulation software to prepare students for clinical setting and board exams. Safety supplies will allow us to have student check their body temperature before coming to the lab. PPE will help prevent cross contamination and the spread of infections. Skills lab supplies provide students with a home/lab kit of single patient use floor care respiratory equipment. Students will get hands-on practice and minimize contamination of equipment.

Professional Development	Resources for faculty to attend virtual and when available face-to-face conferences.	To enhance online pedagogy and remain current in respiratory care discipline.
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V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also Include your responses and solutions to this crisis.

As was the case with most college departments, having to convert face-to-face courses to remote/online learning was challenging, time consuming and had a steep learning curve. However, faculty did a great job adapting and, in many ways, innovating the future of respiratory care education. Skills labs were replaced with instructional videos, demonstrations, virtual simulators and virtual clinical rounds. Clinical students were not allowed to continue gaining experience in the clinical setting due to lack of PPE for healthcare workers and a lack of process to keep students safe. The latter created a significant challenge, no clinicals meant that students would not complete their clinical hours requirement; while our accreditation body does not mandate minimum or maximum clinical hours, the program must make sure it graduates competent respiratory therapists. The program developed assessment tools and conducted virtual clinical rounds, similar to what an instructor would focus on when assessing students at the bedside. We used virtual simulators, intensive care ventilator simulations and critical care monitoring. The main objective was to achieve clinical competency, critical thinking and patient safety, similar to what is encountered in the clinical setting. The results of those efforts will be known sometime in the fall when we get student and employer satisfaction surveys as well as board exam results.

The ongoing challenge will remain getting students access to hands-on clinical experience, and face-to-face skills labs. While some hospitals are eager to have students back, others are still hesitant. Lack of PPE remains an issue, as well as, not having enough resources to onboard students given the high patient census. We will continue work with our clinical affiliates to facilitate student onboarding and mitigate the process.

As for skills labs, we will work with SMC's EOT to create a logistic plan that not only allows students to get hands-on practice but also keeps student and staff safe.

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VI. THE NEXT SECTION IS FOR CTE PROGRAMS ONLY

PARTNERSHIPS:

Part 1: Industry advisory meeting dates and attendance for 2019-2020.

Date of Meeting	# of SMC Attendees	# of Non-SMC Attendees
10/30/2019	3	20
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Part 2: Employer partnerships/collaborations for 2019-2020. Identify the most salient partnerships or collaborations.

Employer Name	Type of partnership or Collaboration	Optional: Additional information about partnership or collaboration
	<ul style="list-style-type: none"> • Advisory attendance • Internship site • Donations • Job placement • Other 	

UCLA Health System	Clinical affiliation	Click or tap here to enter text.
Dignity Health California Hospital	Clinical affiliation	Click or tap here to enter text.
Adventist Health White Memorial Hospital	Clinical affiliation	Click or tap here to enter text.
Henry Mayo Hospital	Clinical affiliation	Click or tap here to enter text.
Kaiser Permanente California	Clinical affiliation	Click or tap here to enter text.

CONGRATULATIONS – that’s it! Please save your document with your program’s name and forward it to your area Vice President for review.

The following section will be completed by your program’s area VP

Vice Presidents:

First, please let us know who you are by checking your name:

- Christopher Bonvenuto, Vice President, Business and Administration
- Don Girard, Senior Director, Government Relations & Institutional Communications
- Sherri Lee-Lewis, Vice President, Human Resources
- Jennifer Merlic, Vice President, Academic Affairs
- Teresita Rodriguez, Vice President, Enrollment Development
- Michael Tuitasi, Vice President, Student Affairs

Next, please check this box to indicate that you have reviewed the program’s annual report Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian (amerian_stephanie@smc.edu) and Erica LeBlanc (leblanc_eric@smc.edu). If you have any questions, please contact us!

Thank you for your input!