Program Planning and Assessment (PPA)
for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2015

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each academic program reviews assessment data and uses these data to plan for improvement. The re

Dean s Comments (required) : The RCP program is completing its second year and will graduate its first cohort in May 2015. The Annual Review indicates the faculty s desire to examine course alignment and content. Efforts to address high attrition rates have begun. The faculty plans to include preprogram student success indicator data when evaluating the effectiveness of instruction. Faculty is strong, but the needs to increase clinical sites and part-time faculty remain challenges. In 2015, the number of prospective student applications exceeded enrollment capacity.

_____   Debra Kaczmar_____   __ 5-4-2015___
Typed Name of Area Dean   Date

VPAA Comments (required for comprehensive reviews):

_____   _____
Typed Name of VPAA   Date

This PPA report is organized in 3 sections and 11 subsections as 1

I. COMPREHENSIVE REVIEW

Please complete this section for programs/disciplines scheduled for comprehensive review in spring 2015. Go to Section II for programs/disciplines scheduled for annual review in spring 2015.

A. OVERALL PROGRAM EFFECTIVENESS

1. Describe your program in terms of its overall effectiveness over the   past several years .

Please consider the questions below in describing your program/discipline/area.

- How are students/employees served by the program?
- What are the unique aspects of the program?
- How does the program relate to the needs of the community?
- How does the program interface/collaborate with other programs on campus?)
- What is working well in the program/discipline?

- If there is a sequence of courses in your program, what process or frame work is used to ensure alignment?

- How is consistency maintained between/among multiple sections of a single course?

- Has the program explored alternative scheduling approaches?

- Do prerequisites, co-requisites and strongly recommended skills continue to meet program needs? Are there special considerations regarding capabilities of incoming students?

- What professional activities have faculty recently (last three years) participated in?

- How are students/employees served by the program?

RCP 50	Respiratory Care Responsibilities	no
RCP 51	Pharmacology and Medication Administration	no
RCP 53:	Foundational Skills	no
RCP 71:	Basic Mechanical Ventilation	no
RCP 72:	Neurologic & Traumatic Conditions	no
RCP 74:	Supervised Practice: Intermediate	no

Please use the data that have been provided. Analyze trends that you observe with respect to the data for the identified courses and answer the following questions.

E

3.

Term	No. of DE/ Online Sections	No of Hybrid Sections	Full-time Faculty	Adjunct Faculty
	0	0		

2. Compare student success in the DE teaching environment with success in the face-to-face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program? Discuss any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.

N/A

3. Describe the process to change and improve student success in DE courses/sections in your program, and any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.

N/A

C. CURRICULUM

Complete the following tables pertaining to courses scheduled for review.

Coursesscheduled for review during AY 2014-15 as previously specified	Faculty member(s) responsible for coordinating	(a) Was the course reviewed and (b) taken through the curriculum process?	Date of approval (or anticipated approval) by Curriculum Committee
RCP 227	Tanya Ho	Yes	2/20/2014

RCP 228	Tanya Ho	Yes	2/20/2014
RCP 99	Tanya Ho	Yes	10/4/2014

Courses scheduled for review during AY 2015-16	Faculty member(s) responsible for coordinating	Target semester and yea Fa 2015 or Sp 2016

D.   OUTCOMES

Use your Program Outcome Maps to assist you in this subsection. As you plan your course assessments, keep the higher level program outcome in mind. While course level assessment serves the purpose of examining the teaching and learning for that particular course, it also provides the data that will be viewed collectively for assessment of the associated program level outcomes.

PROGRAM LEVEL OUTCOMES

1.   Please complete the   following tables.

List Program level outcome(s) scheduled for assessment as previously specified	What changes have occurred in the program/discipline as a result of dialogue?	Was the Program Outcome Assessment Summary completed?
Upon successful completion of the Respiratory Care Practitioner (RCP) program a students will be able to comprehend, apply, and evaluate	N/A. However, preliminary evaluation was completed through a course level SLO. The SLO was deemed to be effective in evaluating	N/A. No graduates to evaluate program outcomes as of yet. The program will have graduates in May, 2015. This PLO will be assessed then.

information necessary to practice as a respiratory care practitioner (cognitive) as evidenced by their ability to: 1a. analyze and evaluate patients subjective and objective data from the patient record to formulate or revise a respiratory care plan	this outcome. Further review is necessary to determine whether this method of evaluating this particular program outcome is effective.	

List Program level outcome(s) scheduled for assessment in AY 14-15	Have your course level SLOs needed for this program level outcome been assessed or scheduled for assessment?
Upon successful completion of the Respiratory Care Practitioner (RCP) program a students will be able to comprehend, apply, and evaluate information necessary practice as a respiratory care practitioner (cognitive) as evidenced by their ability to: 1c. Pass the licensure examination accepted by the California State Respiratory Care Board (National Board for Respiratory Care Entry Level Examination) and qualifying for licensure as a California Respiratory Care Practitioner.	This program outcome is scheduled for assessment once the program has produced graduates at the end of spring semester 2015.

Upon successful completion of the Respiratory Care Practitioner (RCP) program a students will be able to comprehend, apply, and evaluate information necessary to practice as a respiratory care practitioner (cognitive) as evidenced by their ability to: 1a. analyze and evaluate patients subjective and objective data from the patient record to formulate or revise a respiratory care plan	No graduates to evaluate program outcomes as of yet. The program will have graduates in May, 2015. This PLO will be assessed then.

2. Describe how program level outcomes were specifically addressed by the program/discipline during the past year.

For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline facult y engage in discussion? Were any interventions conducted? Are there any plans to make changes to certificate/degree programs or imp rovements in teaching and student learning?

Program level outcomes were not addressed by the program during the past year. As stated, the program was in its first year. Program outcomes will be reviewed moving forward.

CORE COMPETENCIE S

3. Describe how Core Competencies were specifically addressed by the program/discipline during the past year. For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline faculty engage in d iscussion? Were any interventions conducted? Are there any plans to make changes to courses or improvements in teaching and student learning?

All data during the past year was gathered at the course level. The program has still not produced graduates to evaluate program level outcomes. This will take place at the end of spring semester and moving forward. Review and analysis of the courses tok place between RCP faculty.

For first year students, specific attention was paid to communication skills. Practice communicating with patients as well a s report hand-off on patient information was practiced in simulation. Teamwork, communication, an d conflict resolution was practiced in the foundation course. Practice educating and determining understanding from patients was practiced in the classroom and laboratory setting. Data was all gathered at the course level. Review of the data collected at the course level was deemed to be effective at addressing the core competency of communication when compared to the previous year s data. Collecting and evaluating data for this core competency will continue to be a priority for the program.   As first year students are learning foundational skills and theory, the discussion between faculty determined this an appropriate area to review this core competency.

Second year student emphasis moved toward information skills and critical thinking/problem solvi ng. Assignments, standardized tests, clinical simulations, and research of current evidence-based practice were utilized to address these areas. Students were required to analyze the information gathered to determine appropriate care and prioritize inter

RCP 6'	Spring 2014	Yes
RCP 62	Spring 2014	Yes

List courses scheduled for SLO assessment in AY 2014-15	Faculty member(s) responsible for coordinating	Target semester and year Fa 2014 or Sp 2015
RCP 70	Emily Brandt	Fall 2014
RCP 7'	Tanya Ho	Fall 2014
RCP 52	Tanya Ho	Fall 2014
RCP 80	Emily Brandt	Spring 2015
RCP 84	Tanya Ho	Spring 2015
RCP 60	Tanya Ho	Spring 2015

5. Describe course level assessments results and how they will influence your plans moving forward.

Results from the academic year 2013-2014 demonstrated math deficiencies. Additional resources were allocated to this area to assist with the medication administration competency. A math tutor was hired to provide additional support. A standardized assessment test was also given to all RCP students. These results demonstrated our students were not academically prepared when compared with national benchmarks for allied health programs. This will influence our plans moving forward as the GPA entrance requirement was increased to 2.5 from 2.0. Additionally, the assessment test will be provided to all entering RCP students earlier, at orientation. This is to provide additional time for students to access resources and strengthen academic skills prior to entering the program. Math is also part of the cumulative GPA score along with a multi criteria selection process for admission to the program. Extra points are also allocated to students who have taken physics in the multi criteria selection process. Math and physics are a large part of respiratory care and additional credit is given to those students who demonstrate commitment to the program and seek out courses that will make them more academically prepared. This selection process will be in effect for fall 2015 admission. Attrition and retention will be evaluated to determine whether this model is effective.

82	1, 2, 3	CT, P	N/A	N/A	N/A	N/A	x		x		x		x
82	1	CT, P	N/A	N/A	N/A	N/A	x		x		x		x
83	2	CT	N/A	N/A	N/A	N/A	x		x		x		x
84	1, 2, 3	CT	N/A	N/A	N/A	N/A	x		x		x		x
110	3	CT, P, G	N/A	x		x		x		x		x	
225	2, 3	P, I, C	N/A	x	N/A	x	x		x		x		x
226	2, 3	P, I, C	N/A	N/A	x	N/A		x		x		x	
227	2, 3	P, I, C	N/A	N/A	N/A	N/A	N/A		x		x		x
228	2, 3	P, I, C	N/A	N/A	N/A	N/A		x		x		x	

E.   PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focuses on activities that were previously scheduled. An activity can address many different aspects of your program/discipline, and ultimately is

plan	a master calendar with professional development identified	professional development opportunities exist that were not previously identified or planned for.	conferences are scheduled and planned every year. Will continue to be scheduled on nursing and allied health master calendar.	program director collaborate and plan on professional development opportunities
3. Equipment purchase and replacement inventory master plan, budget master plan for 5 years.	Adr plan for 5and			

This section must be completed for ALL academic programs,

Equipment and
Purchase

- Facilities
- Equipment (non -expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- Software
- Hardware
- Outside services
- Training
- Travel
- Library materia ls
- Science laboratory materials

a) Describe the new activity or follow   -on activity that this resource will support.

Equipment and supplies are required to support continued operations of the program. Providing an equipment plan and master b udget will provide the program the opportunity to estimate projected costs that will be required year after year to continue to successfully operate the program. This also estimates needed funds for additional capital purchases.

b) Describe how   this activity supports any of the following:

1) Core Competency: N/A

2) Program level Outcome:

Having an equipment plan to purchase needed equipment when necessary will assist with program outcome #2: perform the skills competently as a respiratory care practitioner (psychomotor).

3) Course level Outcome

All clinical courses (RCP 53, 63, 73, 83 and lab courses RCP 54, 64, 74, 84)

4) Program/Discipline Goal

Program goal #3: purchase one additional ventilator

5) Strategic Priori   ty Goal

Priority 4: Effective Utilization of Resources

Goal 4A: To support its mission, Hartnell College is committed to the effective utilization of its human resources.

- Facilities
- Equipment (non-

Professional Development corresponds with Hartnell College Strategic priority Goal 3B: To attract and retain highly qualified employees, Hartnell College is committed to providing and supporting relevant, substantial professional development opportunities.
Priority 4: Effective Utilization   of Resources goal 4A: To support its mission, Hartnell College is committed to the effective utilization of its human resources.

c)   Does this activity span multiple academic years?   YES
If yes, describe the action plan for completion of this activi   ty.

Kettering: This 3 day seminar provides each participant with a comprehensive view of Basic and Advanced Respiratory Care along with a step-by-step method of preparation for successful completion of both the Therapist Multiple Choice and Clinical Simulation examinations. The seminar provides each participant a thorough review of the exam content and the opportunity to practice multiple choice questions and branching

5) Strategic Priority Goal

Strategic Priority 2 - Student Success

- Outside services
- Training
- Travel
- Library materials
- Science laboratory materials

a) Describe the new activity or follow   -on activity that this resource will support.

In order to continue to grow the respiratory care program, additional clinical site partnerships are required to support adeq uate clinical experiences and accommodate additional students.

b) Describe how this activity supports any of the following:

1) Core Competency: N/A

2) Program level Outcome:
Having sufficient clinical sites to accommodate respiratory students as well as diversity of sites to provide a wide range ofexperiences will support all program level outcomes.

3) Course level Outcome
All clinical courses (RCP 53, 63, 73, 83 and lab courses RCP 54, 64, 74, 84)

4) Program/Discipline Goal   : N/A

5) Strategic Priority Goal

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectivenes   s and student learning.

Goal 6A: Hartnell College is committed to strengthening and furthering its current partnerships, in order to secure lasting, mutually beneficial relationships between the college and the community that the college serves.

c) Does this activity span multiple academic years?   YES   NO

If yes, describe the action plan for comple   tion of this activity.

Yes. The program will seek to continue to grow its clinical partnerships as well as work to maintain strong relationships wit h our current sites.

d)   What measurable outcomes are expected from this activity? List indicators of   success.
Indicator of success is to confirm clinical partnerships and begin rotating students through Marian Regional Medical Center.

e)   What are the barriers to achieving success in this activity?
Barriers include time to meet with clinica l site managers to cultivate and strengthen our relationships. Time for the MOU contracts to get

1) Core Competency: N/A

2) Program level Outcome: Practice professional attitudes and behavior (affective) as evidenced by their ability to a. practice within the legal and ethical scope of practice. b. work effectively as a health care team member. c. ensure safe and supportive care by building cross cultural relationships, addressing the physical and psychosocial needs of the patient.

3) Course level Outcome: N/A

4) Program/Discipline Goal: Increase diversity of RCP student population.

5) Strategic Priority Goal

Strategic Priority 1 - Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunitie s with seamless pathways to all of the college s present and prospective constituent individuals and groups.

Strategic Priority 5 - Innovation and Relevance for Educational Programs and Services

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student lear ning.

c) Does this activity span m ultiple academic years? YES
If yes, describe the action plan for completion of this activity.
Increasing diversity of RCP student population is an ongoing activity.

d) What measurable outcomes are expected from this activity? List indicators of succ ess.
Having half the students come from the 93905 and/or 93906 zip code areas or south county zip codes ensures we have students from the underserved areas.

e) What are the barriers to achieving success in this activity?
The primary barrier is getting a good applicant pool from which to select students.

2. This item is used to describe how the new activity, or continuing new activity, will support the program/discipline.

Consider:
· Faculty
· Other staffing
· Facilities
· Equipment (non -expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
· Software
· Hardware
· Outside services
· Training
· Travel
· Library materials
· Science laboratory materials

a) Describe the new activity or follow   -on activity that this resource will support.

In order to continue to grow the respiratory care program, additional faculty are required to provid e sufficient instruction. At this time, the clinical instructor visits the students at clinical six times during the semester - with each visit being two hours. The hope is to convert to the RN model - in which the students are accompanied to clinical by their Hartnell nursing instructor. The ratio required by CoArc is 6 students to 1 instructor. In meeting with our clinical partners and advisory board members, the department directors at the clinical sit es agreed. They felt it was advantageous to students as the Hartnell clinical instructor is uniquely positioned to understand and be able to assess student learning needs. Being a new program, additional student oversight at clinical would help ensure success. Additional faculty would be required to provide oversight to accompany them in clinical 12 hours per week. Additional sections would have to be opened to accommodate this request.

b) Describe how this activity supports any of the following:

1) Core Competency: N/A

2) Program level O   utcome:
Having sufficient and competent faculty will meet all program outcomes.

3) Course level Outcome

Activity # 7:Additional Storage Space for Equipment

2. This item is used to describe how the new activity, or continuing new ac   tivity, will support the program/discipline.

Consider:
·   Faculty
·   Other staffing
·   Facilities
·

b) Describe how this activity supports any of the following:

1) Core Competency: N/A

2) Program level Outcome:
Storage space does not address program level outcomes but would assist faculty in having adequate space to meet with students and perform work activities. Additionally, respiratory faculty meet with industry partners to enhance relationships. Having adequate sp ace to represent the program and college in a professional manner would enhance and grow clinical partnerships. Entertaining managers from the indust ry in a cluttered space is unprofessional and does not instill confidence in the program.

Barriers are mainly being granted a space to store equipment from the college. Scheduling ballenges and compromise on lab space.

B. RESOURCE REQUESTS

If new/additional resources are needed for your program/discipline, it is important that you identify them and project their

8. Student Preparatory Materials			S				

Priority 4: Effective Utilization of Resources
Goal 4A: