

## Program Review Summary Page

For Instructional Program

Program or Area(s) of Study under Review: Respiratory Care

Term/Year of Review: Spring 2022

Summary of Program Review

A. Major Findings

collection process

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[Redacted]



- RESP-290B (45.0%)
- RESP-292 (45.0%)
- RESP-200 (31.8%)
- RESP-220 (31.8%)
- RESP-210 (27.3%)
- RESP-230 (27.3%)
- RESP-250 (27.3%)
- RESP-185 (22.7%)

*Courses with enrollment decreases:*

- RESP-150 (-12.5%)
- RESP-160 (-12.5%)
- RESP-170 (-12.5%)
- RESP-175 (-12.5%)

**Program Reflection**

The program continues to receive over 40 applications per start. Currently we have received 39 applications so far for the 2022 Fall Start. Clinical site constraints limits us to a start of 25 students per cohort. The decrease in enrollment noted in RESP 150, 160, 170 and 175 are a reflection of our typical attrition in the first semester of the program.

**2. Average Class Size**

	2018-2019		2019-2020		2020-2021		Three Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
RESP120	1	26.0	1	28.0	1	25.0	26.3	-3.8%
RESP130	1	26.0	1	28.0	1	25.0	26.3	-3.8%
RESP140	1	26.0	1	28.0	1	25.0	26.3	-3.8%
RESP150	1	24.0	1	27.0	1	21.0	24.0	-12.5%
RESP160	1	24.0	1	27.0	1	21.0	24.0	-12.5%

Institutional Average*	1,313	24.8	1,348	24.6	1,171	25.9	25.1	4.4%
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Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

Concurrent courses are reported as one observation.

x RESP130 and other RESP30 sections reported as RESP30

x RESP210 and other RESP10 sections reported as RESP10

*RPIE Analysis: Over the past three years, the Respiratory Care Program has claimed an average of 23.3 students per section. The average class size in the program has been lower the average class size of 25.1 students per section across the institution during this period. Average class size in the program increased by 17.8% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.*

Average class size in the following courses changed by more than 10% ( $\pm 10\%$ ) between 2018-2019 and 2020-2021:

*Courses with increases in average class size:*

- o RESP-260 (45.0%)
- o RESP-270 (45.0%)
- o RESP-280 (45.0%)
- o RESP-290 (45.0%)
- o RESP-290B (45.0%)
- o RESP-292 (45.0%)
- o RESP-200 (31.8%)
- o RESP-220 (31.8%)
- o RESP-210 (27.3%)
- o RESP-230 (27.3%)
- o RESP-250 (27.3%)
- o RESP-185 (22.7%)

*Courses with decreases in average class size:*

- o RESP-150 (-12.5%)
- o RESP-160 (-12.5%)
- o RESP-170 (-12.5%)
- o RESP-175 (-12.5%)

Program Reflection

### 3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2018-2019	404	530	76.2%
2019-2020	444	560	79.3%
2020-2021	475	560	84.8%

*RPIE Analysis: Fill rates within the Respiratory Care Program tend to be lower than the fill rate at the institutional level, although the program-level rate exceeded the three-year institutional rate in 2020-2021. [Compare program-level rate of 80.2% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, both enrollment and capacity increased, resulting in an increase in fill rate (due to a higher rate of increase in enrollment). Between 2019-2020 and 2020-2021, enrollment increased while capacity remained stable, resulting in an increase in fill rate.*

*Productivity ranges from 6.8 to 9.3 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 8.1 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)*

*\*Note: Fill rates and productivity reported in the table do not include three Respiratory Care section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

#### Program Reflection:

The program continues to be limited with how many students can be enrolled due to challenges with clinical placement availability which has been exacerbated the past two years due to the pandemic. The program is actively engaged in seeking new clinical opportunities which would then help program to increase enrollment. In regard to productivity, the program is restricted by accrediting standards that dictate maximum student/faculty ratios in lab and clinical. The current number of faculty ensures compliance with the CoARC requirements and limitations in adjunct instructor hours.

4. Labor Market Demand

Economic Development Department Standard	Numeric Change in Employment	Projected Growth (% Change in
Description (SOC Code) 29-1126		

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	Rate	Course Rates vs. Program Rate		Rate	Course Rates vs. Program Rate	
		Above	Below		Above	Below
RES#20	94.4%		X	94.4%		X
RES#30	94.4%		X	94.4%		X



rates for RESP-120, RESP-130, and RESP-140 were significantly lower than the program-level rate. There were no courses with retention rates that were significantly higher than the program-level rate. The retention rate for the Respiratory Care Program falls in the 91<sup>st</sup> percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Respiratory Care Program was significantly higher than the rate at the institutional level. The successful course completion rates for RESP-120, RESP-130, RESP-140, and RESP-220 were significantly lower than the program-level rate. There were no courses with successful course completion rates that were significantly higher than the program-level rate. The successful course completion rate for the Respiratory Care Program falls in the 98<sup>th</sup> percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (0.4%) was significantly lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

No Respiratory Care Program courses claimed differences between retention and successful course completion that exceeded 10%.

### Program Reflection

Although most of the program's attrition normally occurs in the first semester, which is to be expected in a challenging clinical/vocational program, we continue to have excellent retention in subsequent semesters in large part to our dedicated faculty. Our faculty successfully engages our students, deliver expert level content, motivate and support the students' needs.

### 2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	95.3%	<b>86.8%</b>	95.3%	<b>65.0%</b>
Latinx/Hispanic			99.6%	<b>72.6%</b>
First Generation			98.2%	<b>74.4%</b>

Source: SQL Enrollment Files

**Bold italics** denote a statistically significant difference between rates at the program and institutional levels with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

**Note:** Grades of EW (Excused Withdrawal) spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

*RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three*

*Source: SQL Award Files*

\*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2011 or later.

*RPIE Analysis: The number of*

*Among Respiratory Care Program students, licensure exam pass rates for part 1 of the exam have consistently exceeded the program-set standard (of 80%). Licensure exam pass rates for part 1 met the stretch goal (of 100%) in one of the three years.*

*Among Respiratory Care Program students, licensure exam pass rates for part 2 of the exam exceeded the program-set standard (of 80%) in two of the three years. Licensure exam pass rates for part 2 of the exam have not met the stretch goal (of 100%).*

### Program Reflection

The Respiratory Care Programs offers an intensive two-year program that is highly respected in the field and a nationally recognized educator in the discipline. Students are held to high standards, are supported with faculty expertise, knowledge, mentoring, and real world experience so that they are ready to enter the workforce upon completion. The students benefit from the end-of-program study program and test taking strategy seminars held by current and former faculty. Quite simply, a student who completes the program is truly qualified to take and pass the licensure exams the first attempt.

- II. CURRICULUM
  - A. Courses

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RESP	290B	8/14/2020	No		X
RESP	292	8/20/2012	Yes		



IV.

Description of Current Program Resources Relative to Plan:

1. The program has a dedicated, full-time Clinical Coordinator that will pursue new clinical partners.
2. The program has a dedicated, full-time Program Coordinator and Clinical Coordinator that possesses the required education and experience to support the plan for a BSRC at Napa Valley College.



## V. PROGRAM HIGHLIGHTS

### A. Recent Improvements

- x RESP 211 was absorbed into 210 in order to ensure continuity and effective coordination
- x RESP 230 Neo/Peds Lab was added to support RESP 220 (didactic portion)
- x Clinical support was increased by hiring additional clinical instructors
- x RESP 260 was increased by 30 minutes to facilitate adequate delivery of material
- x RESP 175 has been revised/improved for implementation in Spring 2023 with minor changes to reflect recent changes in the field of delivery of services
- x High-fidelity simulation lab was moved from Yountville to the HEOC Building

### B. Effective Practices

- x Program has dedicated faculty with a wide range

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Harris, Senior Dean

Date:

4/29/2022

Strengths and successes of the program evidenced by analysis of data, outcomes assessment, and curriculum

The Respiratory Care Program has been, and continues to be, a shining star in its delivery of material, success of student success, and the education/training of competent and immediately employable students who are recognized by healthcare professionals as being well trained and educated. The continued program success, as evidenced by retention and persistence rates and ultimately the national licensure examination pass rates has resulted in national recognition of the program for its excellence.

The faculty continues to be responsive the revision of curriculum within the program to insure students receive the most recent/up-to-date education that will benefit them when they enter the workforce and practice as a Licensed Respiratory Care Practitioner.

A significant component of the success of the program and student success is the mentoring, caring, and nurturing atmosphere that students enter when they come to the program. The faculty are all licensed healthcare professionals who are, with few exceptions, practicing their discipline at hospitals and other facilities and seeing patients on a regular basis. The real application of theory into practice results in well trained students. The faculty expectations for student success is very high and the students to meet and exceed those expectations. While the expectations are high so are the mentoring and nurturing of the students in the program. Thus, the students "rise to the occasion" and are successful.

Areas of concern, if any:

Explore opportunities for new clinical facilities willing to partner with the program maintain/strengthen the relationships that the program currently enjoys with current facility partners.

Recommendations for improvement:

Anticipated Resource Needs

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
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Personnel: Faculty

Instructional Technology	Updated desktop computer capability for <del>full</del> line faculty and availability of portable technology for adjuncts.
Facilities	Maintain classroom functionality.
Operating Budget	Currently functional within 202 <del>1</del> 2 posted budget.
Professional Development/ Training	Licensure renewal for faculty/CEUs to maintain licenses.
Library & Learning Materials	None specific