

# Program Review Year 2011 – 2012

**Name of Program:**

Respiratory Care

**Program Review Team Members**

**Name**

**Title**

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## SECTION SIX: SUMMARY

### I. CONCLUSIONS: PROGRAM STRENGTHS AND WEAKNESSES

A. List and describe the program's major strengths, based on information obtained in the Program Review. Cite evidence for each identified strength.

AREA OF STRENGTH	EVIDENCE
Program fully accredited; no weaknesses cited in last accreditation visit.	See Section ONE: IA
Using multiple approaches to assure Educational excellence in accordance with the Program's Mission Statement.	See Section ONE: II.C.
Supporting the College's core values	See Section ONE: II.D. for examples
Satisfies several of the College's institutional goals as defined in the Institutional Strategic Plan FY2008-2011	See Section ONE: III.A.
Curriculum re-design has been fully integrated and the average first time pass rate for both CRT and RRT credentialing exams is the highest 3-year average it has been since 2006	See Section ONE: III.B
In an effort to maintain the highest level of professionalism, several revisions to the Respiratory Care Program Handbook have been made since the last Program Review. This	See Section ONE: IV.A and Appendix 1

<p>has resulted in extremely favorable feedback from our Clinical Affiliates.</p>	
<p>With regards to enrollment data, the Program remains remarkably stable as compared to AY 2003-2006</p>	<p>See Section TWO: Section I.A and Appendix 2</p>
<p>Program policies, procedures, and practices related to retention have been very effective in supporting its students.</p>	<p>Retention rates have averaged 81%-88.5% over the past three 3-year average cycles. See Section TWO: Section I.D. and Appendix 2</p>
<p>The Integrated Curriculum design is now consistent with the NBRC Composite Examination Matrix, which ensures that students partake in a sequential series of courses that progress from simple to complex learning.</p>	<p>The higher level courses involve more analysis and critical thinking skills, whereas the introductory courses test more at levels of simple recall and application. As the student progresses to more advanced courses, they are held responsible for material in previous courses.  See Section THREE: I.B.</p>
<p>Program Faculty are committed to maintaining a high-quality educational program. “A clinically diverse and committed faculty”</p>	<p>See Section FOUR: I.D and Appendix 2 Chart 6</p>
<p>Instructional technology is adequate to meet the curriculum plan.</p>	<p>Since our advanced certification exam (RRT) contains a computer clinical simulation portion of the exam, we have purchased twelve new practice clinical simulations. High-fidelity simulator mannequin now housed in the Respiratory lab. Simulation is now used in every Respiratory Modalities I and Modalities IV lab session. See Section FOUR: III</p>
<p>“The Advisory Board members are extremely committed to the success of the Respiratory Care program”.</p>	<p>Advisory Committee and its members are a vital component of the Respiratory Program. Many of the suggestions put forth by the members have been implemented into the curriculum with favorable</p>

	<p>results See Section FOUR: VI.A.</p>
<p>“The College’s senior administration and Board of Trustees are extremely committed to the success of the Respiratory Care Program”.</p>	<p>A new state-of-the-art building, which will house the Department of Nursing and Allied Health is scheduled to be completed by Fall 2013. The Respiratory Care Program will have its own dedicated laboratory that will be equipped to run all of its sophisticated equipment. See Section FOUR II.</p>

**B. List and describe the program's weaknesses or areas in which improvement is desirable, based on information obtained in the Program Review. Cite evidence for each identified weakness or area for improvement.**

<b>WEAKNESS OR AREA FOR IMPROVEMENT</b>	<b>EVIDENCE</b>
<p>Personal and Professional Growth opportunities</p>	<p>See Section ONE: II.D.</p> <p>Faculty participate in professional conferences and workshops, and take advantage of continuing educational opportunities (Please refer to chart 6). Unfortunately, due to recent budget constraints, it may become increasingly more difficult to offer financial compensation to the Respiratory faculty and staff for participating in these conferences and workshops. In an effort to align with one of the priorities outlined in the 2012-2015 NECC Academic Master Plan, we should offer financial compensation to the Respiratory faculty and staff for participating in professional conferences and simulation workshops.</p>
<p>Institutional Strategic Plan: embracing diversity</p>	<p>In an effort to be proactive with regards to the NECC Core Academic Intensive Skills initiative, the Respiratory Care Program is planning on adding several High-Fidelity Simulator mannequin scenarios which deal with cultural and Global Awareness issues.</p> <p>See Section ONE: III.A.</p>
<p>Modification of this program and its impact on other programs at NECC</p>	<p>In fulfilling our commitment to NECC's Achieving The Dream Initiative, in which the program has committed to increasing graduation rates up to 18 students over the next several years, the program will need to have the monetary resources available to do so. Increasing overall enrollment will require that more seats be made</p>

	<p>available in the required science courses, such as Physiological Chemistry, Anatomy and Physiology and Microbiology.</p>
<p><b>Commitment to NECC's Achieving The Dream Initiative</b></p>	<p>More funds will be required so that the program will be able to add more clinical affiliates, more DCE instructors and more lab sections, since all of the aforementioned have very specific student count limits.</p> <p>See Section ONE: III.B.</p>
<p><b>Instructional Technology</b></p>	<p>It would be helpful to have two to four more "Computers on Wheels" to add to the lab, so that our students can practice these exams while they are waiting to use the high-fidelity simulator mannequins during their three hour labs.</p> <p>See Section FOUR: III</p>
<p><b>Library and Related Learning Resources</b></p>	<p>Requests by faculty include "Up-To-Date", which is a very valuable and reliable search engine used in the Health Professions.</p> <p>Suggestions from recent Student Resource Surveys indicate the need for more updated Respiratory Care books, and so we have begun to rectify this situation by putting together program book lists for the Fall and Spring semesters to distribute to the librarians.</p> <p>See Section FOUR: IV.</p>

## II. ACTION PLAN

**For each identified weakness or area in which improvement is desirable, submit an Action Plan.** *(When designing the Action Plan, a suggested plan would include the elements of Process Management using a Plan-Do-Study-Act (PDSA) cycle.) (Note: Add as many of the following tables as necessary.)*

This information was based upon the CoARC 2011/2012 Resource Assessment Matrix Report compiled from the Student Resource Surveys.

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
<b>Personal and Professional Growth opportunities</b>	<b>Build financial compensation into the Program's budget to enable the Respiratory faculty and staff to participate in AARC professional conferences and simulation workshops.</b>	<ul style="list-style-type: none"> <li>• <b>Program Coordinator</b></li> <li>• <b>Dean of Nursing and Allied Health</b></li> <li>• <b>Assistant Dean of Nursing and Allied Health</b></li> </ul>		
<b>Analysis:</b>				



Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
<b>Institutional Strategic Plan: embracing diversity</b>	<b>Add several High-Fidelity Simulator mannequin scenarios which deal with cultural and Global Awareness issues.</b>	<ul style="list-style-type: none"> <li>• <b>Program Coordinator</b></li> <li>• <b>Respiratory Faculty</b></li> <li>• <b>Lab Coordinator</b></li> </ul>		
<b>Analysis:</b>				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Modification of this program and its impact on other programs at NECC (increasing enrollment rates).	Request the monetary resources to make more seats available in the required science courses, such as Physiological Chemistry, Anatomy and Physiology and Microbiology.	<ul style="list-style-type: none"> <li>• Division Dean</li> <li>• VP of Academic Affairs</li> </ul>		
Analysis:				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Commitment to NECC's Achieving The Dream Initiative (increasing enrollment rates)	Request more funds to enable the addition of more clinical affiliates, more DCE instructors and more lab sections, since all of the aforementioned have very specific student count limits.	<ul style="list-style-type: none"> <li>• Division Dean</li> <li>• VP of Academic Affairs</li> </ul>		
Analysis:				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Instructional Technology	Purchase two to four more "computer on wheels" for the lab.	<ul style="list-style-type: none"> <li>• Program coordinator</li> <li>• Frank Dushame</li> </ul>		
Analysis:				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Library and Related Learning Resources	Add the library resource "Up-To-Date", which is a very valuable and reliable search engine used in the Health Professions	<ul style="list-style-type: none"> <li>• Program Coordinator</li> <li>• Dean/Assistant Dean of Division</li> <li>• Librarian Michael Hearn</li> </ul>		
Analysis:				

### III. RESOURCES REQUESTED

Complete the following chart, including quotes from vendors, diagrams for requested space, and draft postings as appropriate. (Note: Add rows, increase row height, etc., as needed.)

1. EQUIPMENT				
Item	Justification	Vendor (include contact information)	Cost	Date Needed
Financial compensation to faculty for Professional Growth and Development through the AARC Summer Forum for Respiratory Care Educators	One of NECC's Core Value Statements involves being committed to personal and professional growth of faculty, however, due to recent budget cuts, the Respiratory Care faculty are no longer able to be guaranteed financial compensation for the AARC Summer Forum, which is the professional organization's yearly conference for Respiratory Care educators.	American Association for Respiratory Care (AARC) <a href="http://www.aarc.org">www.aarc.org</a>	\$2,000 annually	July 13-15, 2012 and annually
High-fidelity simulator mannequin pre-written scenarios	In an effort to be proactively compliant with the NECC Core Academic Intensive Skills initiative, the Respiratory Care Program is planning on adding several High-Fidelity Simulator mannequin scenarios which deal with cultural and Global Awareness issues.	CAE Healthcare/METI <a href="http://www.Meti.com">www.Meti.com</a>		ASAP
Instructional Technology: "Computers"	It would be helpful to have two to four more "Computers on Wheels" to add to the lab, so that our	Frank Dushame <a href="mailto:fdushame@necc.mass.edu">fdushame@necc.mass.edu</a>		ASAP

on Wheels” with practice RRT Clinical Simulations	students can practice these exams while they are waiting to use the high-fidelity simulator mannequins during their three hour labs.			
Library and Related Learning Resources	Requests by faculty include “Up-To-Date”, which is a very valuable and reliable search engine used in the Health Professions.	<a href="https://www.uptodate.com/store">https://www.uptodate.com/store</a> for institutional quote.  <a href="mailto:mhearn@necc.mass.edu">mhearn@necc.mass.edu</a>		ASAP

**2. PERSONNEL**

Position (identify as faculty, staff, etc.)	Justification	Credentials/area of content expertise related to curriculum	Salary	Date Needed
Full time Respiratory Therapy Faculty member	In fulfilling our commitment to NECC’s Achieving The Dream Initiative, in which the program has committed to increasing graduation rates up to 18 students over the next several years, the program will need to have the monetary resources available to do so. Increasing overall enrollment will require that more seats be made available in the required respiratory courses, thus more lab sections, since the aforementioned have very specific student count limits.	RRT, BA/BS	Per contract	ASAP

**3. SPACE**

Type of space requested	Justification	Description (include square feet, construction requirements, e.g., plumbing, electricity, data ports)	Cost	Date Needed