

Progress Update (Past Two Years) - Academic Affairs

1. Provide an update on your program or department's progress on your last objectives or action plans:

Progress Update Past Action Plans

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What type of program review did you last submit?

- Old annual
- Old six-year
- PU
- CPR

What is the status of your last program review action plan/objective?

- Completed
- In Progress
- No Longer Pursuing

Discuss the progress made on the goals in your action plan(s) (if last program review was a PU or CPR) or annual objective(s) (if last program review was an annual or old six-year).

The Health Sciences Department consists of two major programs: Nursing and Respiratory Care. Additionally, it offers non-credit certificate programs including Nurse Assistant, Home-health Aide, Gerontology, and Physical Therapy Assistant. However, these certificate programs fall under the Nursing program.

In this program review update, both Nursing and Respiratory Care will submit separate updates.

Nursing:

Nursing Program Objective	Status	Rationale
Increase the number of full-time nursing faculty to assist students to achieve End of Program Student Learning Outcomes.	In-Progress	Adequate nursing faculty is integral to full operationalization of the nursing curriculum. Content experts will offer direction in program evaluation.
Identify gaps in the nursing curriculum with strategies to maximize student learning outcomes	In-Progress	Curriculum review and revision is ongoing, and faculty will determine areas of content to develop, revise or maintain in all nursing courses.
Utilize strategies to decrease the	In-Progress	Nursing faculty will use a peer

nursing program attrition rate		review process of test and support courses to assist in
Develop activities to facilitate improved performance on HESI -Mid-Curricular and HESI -Exit Exams	In-Progress	HESI -Mid-curriculum exam and HESI Exit exams assist faculty to determine areas of deficiency in teaching conceptually. Remediation activities are encouraged for areas where improvement is needed.
Maintain Perkins Funds to support technology in the nursing program	In-Progress	Increase in student usage of technology by RN students and CNA/Home Health Aide students. (remove period?) requires maintenance of equipment. Four new manikins and a simulation recording system to help facilitate improved debriefings have been purchased.
Improve NCLEX Scores to exceed the National Mean annually.	In-Progress	During the year 2022-2023, only one cohort sat for the NCLEX, due to the Covid 19 pandemic and students scored 83% as a class. Previous years were greater than 90%. The past two semesters earned a 100% pass rate.

Respiratory Care

Respiratory Care Program Objective	Status	Assessment
The primary goal of the Respiratory Care Program is to train and graduate, excellent, competent, Advanced-level Respiratory Care Practitioners which meet the needs of the community, the student and the college.	In-Progress	<p>Respiratory care is an outcome-based program, outcomes and thresholds are monitored and assessed by data provided by the national board for respiratory care, graduate, faculty, and employer surveys. Success thresholds on examinations and credentials are set by the Commission on Accreditation (CoARC). The program submits an annual report of current status evaluating those success thresholds.</p> <p>The last assessed outcomes are above the set CoARC thresholds and above national levels.</p>
Complete self-study report CoARC for standalone RC program at SMC.	Completed	CoARC accepted self-study report and scheduled site visit
Complete curriculum for new Respiratory Care AS degree	Completed	AS degree in Respiratory care was approved by our local curriculum committee as well as the Chancellor's office at the State level

Pass accreditation site visit and obtain accreditation	In-Progress	Site visit passed with flying colors, CoARC awarded SMC with conditional approval accreditation
Assess Curriculum to meet board exam matrix and content outlines for both TMC and CSE exams to ensure passing rates remain above national level	In-Progress	The program uses the NBRC annual report and other detailed reports such TMC and CSE content by section and subtype to ensure our curriculum is current and preparing students for national board exams.
Maintain equipment and facilities updated	In-Progress	The program regularly surveys local hospitals for updates in equipment and practice. This is assessed annually at advisory board committee meetings. Perkin grants are requested as needed.

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End of Progress Update Past Action Plans

2. Considering your program's past plans and the developments over the past two years, what challenges and concerns need to be addressed in the next two-year review period?

Nursing:**Nursing Faculty**

- The ability to have 4 new FT faculty by Spring 2025 will assist with improving student learning outcomes.

Program Attrition Rates.

- Nursing faculty will monitor course attrition and students' performance on course activities. Peer review activities will be implemented to ensure that students receive the best teaching methods in each course. Students are encouraged to attend free tutorial courses to help improve knowledge. Nursing faculty will be assigned to courses based upon clinical expertise and knowledge of course content.

NCLEX Scores

- Students must satisfactorily pass the NCLEX for licensure. The integrity of testing in the nursing program to measure student learning outcomes is essential to improve test scores. Faculty will be encouraged to change exams each semester to ensure that students are achieving student learning outcomes.

Curriculum Review

- Monthly curriculum meetings will be implemented to ensure that gaps in the curriculum are reviewed. Technology integration to improve clinical reasoning/nursing judgment and test taking skill across the curriculum will be explored.

Clinical Placement

- Clinical Placement remains a challenge in the area of Maternity and Pediatrics.

Program Expansion

- The current Nursing Education Program support grant was decreased to \$213,000.00 from \$251,000.00 from the State Budget Act that provides support services to nursing students. During this fiscal year, SMC was placed in the category of program expansion. This designation was assigned prior to the increase in student attrition. Funds from this grant covers the increase in counselor and administrative assistant I hours to support student success.

Non-credit Pathways:

- Currently, the Health Sciences Department offers the Certified Nursing Assistant and Home Health Aide program, both of these non-credit programs have allowed prospective nursing students to enroll prior to enrolling in the first nursing course. More-recently, the Health Sciences Department submitted a new program "Acute Care Nurse Assistant **which** was approved by the SMC collegewide **curriculum (?)** committee. The ability to earn the Acute Care Certificate will require the successful completion of two companion courses.

Professional Development

Mentorship of new faculty to policies and procedures within the Health Science Department will be required for faculty.

Respiratory Care:**Facilities:**

Since the onset of the pandemic, the program has been operating out of a multipurpose room that has been repurposed into a makeshift lab. However, according to our accreditation standards, the program requires its own dedicated skills lab. While the current room offers ample space and minimal noise disruption, the presence of high PSI air compressors and a built-in ventilator compressor remains a source of noise pollution. Moreover, the room lacks patient beds necessary for conducting clinical simulations.

Respiratory Care Faculty:

The program currently meets the minimum requirement of two full-time faculty members mandated by our accrediting body, including a Program Director and a Director of Clinical Education. However, there is a pressing need for an additional full-time faculty member, as the ratio of adjunct to full-time faculty is disproportionately high, resulting in an excessive workload for the existing staff. This issue is particularly concerning as the program prepares for an upcoming accreditation visit in 2026. The demands of a successful accreditation process are substantial and distributing the workload among at least three faculty members would be welcomed.

Program Attrition Rates:

High attrition rates are a significant concern due to the demanding nature of the program, which necessitates substantial time commitments from students to ensure their success. Many of our students are nontraditional, balancing their studies with employment to support themselves or their families, leading to distractions and compromised academic performance. Consequently, the program intends to pursue grants to establish emergency funds, cover expenses for board examination preparation, and provide vouchers for board exams.

NBRC Passing Rates:

In California, licensure as a Registered Respiratory Therapist (RRT) requires graduates to pass two exams: the Therapist Multiple Choice Exam (TMC) and the Clinical Simulation Exam (CSE). Achieving a high score on the TMC qualifies graduates to take the CSE, and success in both exams grants them the RRT credential. Through lottery grants, the program finances exam readiness software and workshops to aid students in preparing for board exams.

Job Placements:

More than 90% of graduates who have successfully passed the board exams are currently employed.

Guided Pathways:

A strategic initiative is being developed to transform RC 1 into a survey class accessible to anyone interested in respiratory care, including high school students. Currently, only students in the program can take RC courses. The objective is to make RC 1 an open class and also offer it as a dual enrollment option and establish a pipeline of students familiar with the respiratory care profession and our program at SMC.

Professional Development:

Faculty attend conferences to stay abreast of current practices. Additionally, plans are in motion to introduce a certificate program tailored for respiratory care professionals interested in pursuing careers in education, initially targeting adjunct faculty and later extending to other interested individuals.

3. Broadly discuss the most critical resources you anticipate needing to effectively implement the goals in your program's action plan in the next review period. If applicable, your answers here should inform the specific line item requests in your future Annual Resource Requests (ARR).

Nursing:

- Nursing Faculty: The ability to hire new faculty will impact student learning outcomes. However, we experienced two failed searches in the area of Mental Health/Medical-Surgical Nursing and Pediatrics/Medical -Surgical Nursing. The faculty will welcome two additional full-time faculty in the area of Medical-Surgical Nursing which will decrease the teaching load of full-time faculty. The ability to secure new faculty positions will allow time for adequate curriculum review, systematic evaluation, and other

departmental tasks essential for maintaining a stellar program. The Board of Registered Nursing and Accreditation for Nursing Education (ACEN) addresses the number of faculty ratios compared to adjunct faculty ratios.

Respiratory Care:

The primary urgency lies in establishing a skills lab. Initiatives began this spring, with a grant application through Perkins aimed at funding a structural assessment of the current mechanical infrastructure and roof framing. This assessment is crucial for accommodating air compressors, enabling piped air to power equipment for simulating skills training in respiratory care (RC) programs. Moreover, the assessment will address lighting requirements and any necessary modifications to walls and ceilings. Upon completion of this phase, we will have a clear understanding of the costs involved in converting the classroom into a dedicated respiratory care facility.

Secondly, as mentioned earlier, there is a pressing need to recruit an additional faculty member.

This form is completed and ready for acceptance.