



GROSSMONT COLLEGE



RESPIRATORY THERAPY PROGRAM

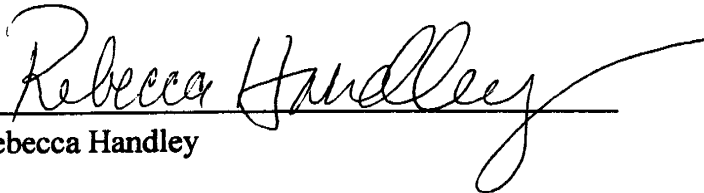
PROGRAM REVIEW

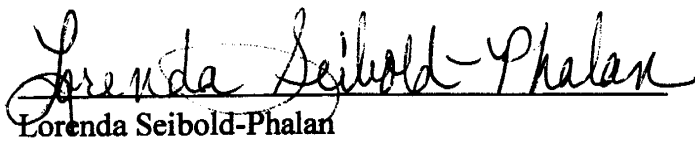
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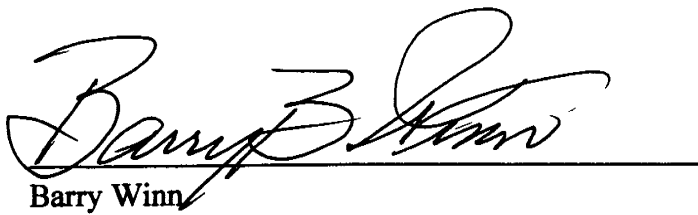
RESPIRATORY THERAPY PROGRAM

PROGRAM REVIEW

SIGN OFF SHEET


Rebecca Handley


Lorenda Seibold-Phalan


Barry Winn

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GROSSMONT COLLEGE
PROGRAM REVIEW

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RESPIRATORY THERAPY FACULTY

FULL TIME FACULTY

Lorenda Seibold-Phalan, Respiratory Therapy Program Coordinator
Barry Winn, Ed.D., Director of Clinical Education
Rebecca Handley

PART TIME FACULTY

Melissa Brown
Benny Castro
Joel Catungal
Lien Chau
Robert Clevenger
Cathryn Deneer
Debra Dennington
Garner Faulkner
Abdul Gardezy
Kathryn Johnson
Diane Joyce
James Koch
Koreen Menzies
Doug Morris
Donna Murphy
David Page
Jacqueline Soucy
Amy Waldrop
Peggy Wells

SECTION 1 – OVERVIEW

1.1 Concise History

The first class of twenty Respiratory Therapy students entered the two-year Associate in Science degree program in 1969, graduating in 1971. Students could also complete the program earning a certificate of completion in Respiratory Therapy allowing them to take the national credentialing exams. Planning for the Respiratory Therapy Program began in 1965 with a committee composed of doctors, “inhalation” therapists, and educators. A feasibility study was conducted to determine the current and future needs of Respiratory Therapy in San Diego and Imperial Counties. The data from this study confirmed to the Advisory Committee (composed of the original concerned constituents, added medical directors and college deans) to recommend to Grossmont College Governing Board to provide a Respiratory Therapy education program to San Diego and Imperial Counties.

The original curriculum was a four-semester, two-summer session program. Through the years, the program has remained a four-semester or two-year program, however, a summer session is no longer required. Students enter the program having completed 8 units in Anatomy and Physiology and 4 units in Chemistry as prerequisites. Microbiology is a co-requisite course.

The number of faculty have also changed over the years. Beginning with two full-time instructors, the number of full-time faculty quickly grew to four. Currently, there are three full-time and eighteen part-time faculty. In 1995, the number of full-time faculty dropped to three because of a faculty being placed on permanent disability. To date the fourth full-time position has not been filled.

Since the last Program Review, student enrollment has almost doubled with a maximum number of incoming students increasing from 35 to 45. For the past three years, there has been a wait list for the incoming class. Reported in the Labor Market Information, Employment Development Department through the State of California, and Occupations with the fastest job growth in San Diego County 2001-2008, Respiratory Therapy will increase by 30.9%. (<http://www.calmis.cahwnet.gov/file/occproj/sandiftg.htm>). For Employment Projection's between the years 2002-2012 in the State of California the need for Respiratory Therapist will increase by 39.4%. (See Appendix)

Looking prospectively, the Respiratory Therapy Program has always been changing as medical technology changes to meet the needs of the medical community and the profession. As the only public Respiratory Therapy Program in San Diego and Imperial Counties, our task is great in providing the most comprehensive educational program to our students and community.

1.2 Department/Program Goals

Appendix 1 contains the most recent EMP.

- Which goals have been met?
- What actions have been taken in achieving these goals and objectives?
- What obstacles have been encountered?
- How have these goals changed and why?

There are two overarching goals of the Respiratory Therapy Program:

- 1) To prepare graduates as competent respiratory therapists
- 2) To fulfill the need for entry level respiratory therapists in the local regional communities

Based on these two goals, the Educational Master Plan activities are determined. Reviewing the EMP 2007-2008, the following activities have been met:

- 1) Planning Activity #6 – Marketing and recruitment strategies to attract qualified applicants. The RT program now has a waitlist of qualified applicants. Participation at career and health fairs, high school and middle school presentations and on-campus informational meetings will continue to be a priority.
- 2) Planning Activity #7 – Faculty attendance at professional conferences and seminars. VTEA funds have continued to be allocated for faculty staff development. Participation and attendance at professional conferences and seminars are necessary for faculty to keep abreast of new technologies and patient management strategies.
- 3) Planning Activity #9 – Review and revise curriculum. The faculty continue to fine tune curriculum as needed to provide the necessary educational content and clinical experiences as required by state and national licensing and credentialing agencies.
- 4) Planning Activity #10 – Provide training in curriculum development to faculty. Dr. Barry Winn began curriculum training sessions during flex week to RT faculty.
- 5) Planning Activity #11 – Provide tutoring to students. VTEA funds continue to be expended for tutoring needs of first and second year students.
- 6) Planning Activities #13 – Planning of the New Health Professional building. The Respiratory Therapy department has been involved in the planning process of two dedicated RT lab classrooms and other shared classrooms.

Activities that are ongoing include:

- 1) Planning Activity #1 – Recruit qualified adjunct faculty.
- 2) Planning Activity #2 – Develop stronger relationships with area hospitals by providing luncheon meetings to acquaint RT managers with the program's goals and objectives. With three proprietary RT schools in the area, it is vital that we keep close partnerships with hospitals.

- 3) **Planning Activity #3** – Plan for the equipment and instructional needs of the program. Technological advances in the RT field continually influence new equipment and therapies offered to treat and manage patients. Providing up-to-date equipment in the laboratory is a continual challenge.
- 4) **Planning Activity #4** – Hire an additional full-time faculty member. With the increase enrollment, more adjuncts have been needed to fill all the instructors' positions. The ratio of full-time to part-time faculty is 3:19. The difficulty is finding enough qualified adjunct instructors. All the adjunct instructors are full-time employees in hospitals so when the patient demand increase, their secondary teaching position suffers. Adding an additional full-time position would help in meeting the need of filling section's with dedicated instructors.
- 5) **Planning Activity #5** – Support the role of Director of Clinical Education by providing adequate reassigned time to fulfill his/her duties. This position is mandated by the accrediting body with a job description and to date has not received support from the college to carry out the required duties.
- 6) **Planning Activity #8** – Increasing the number of graduates attempting and passing the registry exams as required by the accrediting body. A registry review course has been added during the fourth semester to help prepare graduating students study for their credentialing exams.
- 7) **Planning Activity #12** – Seek sites for student externships. On student and graduate surveys, a common suggestion is to provide more clinical time. Due to the expense of adding more units to the clinical practicum courses, the externship program does just that with relatively little cost to the college. The externship classes are offered after completing the first year and have provided an excellent opportunity for students to gain more clinical experience. Only 2-3 hospitals have been actively participating in this partnership which only has allowed up to six students per semester the opportunity to gain more clinical experience.

In reviewing all the activities, the main obstacles to achieving the goals and objectives have been money and personnel. VTEA funds have helped tremendously to supplement the RT general budget in achieving immediate needs. For long term activities such as hiring faculty, funds need to be provided from a solid source versus soft money. Program needs have changed in the last five years because of increased enrollments. The most immediate need is finding enough faculty to teach all the clinical courses in the hospitals. Every semester there is a fluctuation in faculty who are available to teach. So far, a solution to this fluctuation has not been found.

1.3 Implementation of Past Program Review Recommendations

The Respiratory Therapy Program was last reviewed in 2001 with a re-review submitted in November of 2004. The original recommendations included immediately replacing a faculty position lost to Nursing, work to achieve better public education and marketing, improve WSCH to FTEF ratio, expand scheduling of lecture and lab courses to maximize room usage, implement preceptor program, increase collaboration with high schools, and update course

outlines. In Spring 2005, the report from the Program Review Committee recommended that the program be maintained; implement SLO's; and continue to update course outlines. In response to these recommendations, the program has developed SLO's for each course and is in the process of assessing two courses, RESP-122 and RESP-232. As recommended, course outlines are being updated as needed.

1.4. Advisory Committee Recommendations

The Respiratory Therapy Advisory Committee is a very diverse and dedicated group of medical professionals. The twenty-five to thirty member committee is comprised of program instructors, RT student representatives, administrators, RT department managers, pulmonary physicians, medical industry representatives (Respironics, American Lung Association, Abundant Home Care), hospital educators and Respiratory Therapists. The annual meeting is held during staff development week in January.

The main recommendations of the Respiratory Therapy Advisory Committee have been the following:

Date: January 25, 2002

Advisory

The Program will be having the accreditation site visit in March 2002. One of the main concerns is the outcome measurement of graduates becoming registered. The registry exam is not a required credential to practice as a Respiratory Therapy; however, CoARC evaluates the program on 50% of the graduating class becoming registered.

Recruitment of students and increasing the applicant pool is a top priority. VTEA funds are being expended to advertise the program in local circulars. RT presentations have been given to Grossmont College Biology and Chemistry classes as a way to introduce the profession to prospective students.

Curricular changes included a new assessment course, RESP-116 and moving RESP-250 from the fourth semester to the second semester. RESP-250 is the Neonatal/Pediatric Respiratory Care course. Having students complete this course at the end of the first year will better prepare them for a Neonatal/Pediatric clinical rotation in the second year.

Recommendations

The RT faculty will continue to encourage students to become registered as soon as possible. At the MARS (Managers of Respiratory Services) meeting, the topic will be on the agenda for managers to discuss the issue of providing incentives for therapists to become registered.

Clinical hours for second year students be increased to 12 hour days from 4.5 to 6 hour days.

Continue with recruitment efforts and expand promoting the program to high schools. Any other media exposure such as T.V. should be investigated.

Purchase needed equipment – a Renaissance Spirometer and a pediatric ventilator.

Nancy Tendal resigned her position with the RT department transferring to a full-time position with the Nursing department.

Response

The RT Program Coordinator (Director) and RT Director of Clinical Education (DCE) attended the MARS meeting and discussed hospitals adopting incentives to encourage therapists to become registered. Only 3-4 managers were in the support of this because of the increased costs involved.

Marketing and recruitment have been a goal of the Educational Master Plan and the department to increase the enrollment. Advertising in local circulars have increased the number of calls inquiring about the program. The Program Director, Lorenda Seibold-Phalan, has also joined an Advisory Board for the Health Professions targeting East County High School Biology classes.

Clinical rotations expanded from 4.5 – 6 hour days to 12 hours in many of the rotations.

A Renaissance Spirometer system and the Drager Babylog ventilator were purchased.

Date: January 24, 2003

Advisory

Dr. David Willms is the new Medical Director of the program and Rebecca Handley is the newly hired full-time faculty member replacing Nancy Tendal.

The accreditation site visit was conducted in March 2002, with the following main – the program increased the number of graduates attempting and passing the registry exams.

The RT program has been granted \$90,000 from Federal Grant monies. This money was used to buy ventilators. Another grant was written for \$50,000 to purchase 2 Galileo ventilators through Scripps Healthcare.

An NRP certification class for the students who have completed the Neo/Peds class (RESP-250) will be offered. This certification will prepare students for the NICU/Peds clinical rotation.

A preceptorship class will be investigated to give students the opportunity to increase their clinical experience.

Fourteen students will be graduating in June. Recruitment and marketing continues to be a top priority. Presentations at High School career fairs and Biology classes are continuing as well as in pre-requisite classes at Grossmont College.

Prop R passed with funds being allocated for a new Health Professions Building. The new library is scheduled to open in the fall semester.

Recommendations

A manager is suggesting to other managers to have a salary difference between CRT's and RRT's and other incentives to encourage therapist to become registered.

A recommendation was made to encourage more hospitals to participate in job shadowing.

It was suggested that more content and discussion be given to students dealing with death and dying.

Response

The dilemma of requiring graduates to become registered continues because once the students earn their A.S. degree, the program has no control over them attempting and earning their RRT credential. The licensure exam and CRT credential are required to work, however the registry exam is voluntary. Many area hospitals do not give extra pay or reimbursements for earning the RRT. As faculty, we will continue to encourage professionalism and the advantages of becoming registered.

The instructor who teaches the curriculum on death and dying will be contacting more physicians to have to have a classroom discussion on end of life issues and the role of the Respiratory Therapist.

Date: January 23, 2004

Advisory

State Propositions were discussed and their implications educationally. Prop R was also reviewed with the committee and how the money is being used.

CoARC accepted the responses the program provided to their concerns and recommendations. The accreditation is for a ten year period. The Annual Report surveys will be computerized beginning this year.

A Strategic Plan is being developed for each program in the Health Professions area. This plan will help drive the needs of the new building.

The possibility of developing a Bachelor of Science degree for Health Professions was discussed. Barry Winn and Jerry Buckley have been collaborating to develop a BS degree for the Allied Health Professions at either SDSU or Cal State San Marcos.

The program is collaborating with Sharp Grossmont to offer externship courses during the summer and second year. Students would be paid and employed by the hospital as student Externs. A nursing model is being used as the template for these positions.

Updating of course outlines was accomplished, renumbering of RESP-250 to RESP-150 was approved (course being taught in first year versus second year) and course deletion of the CRT to RRT program taught 15 years previously was approved by the curriculum committee.

Recommendations

Recruitment continues to be a high priority. Offering longer clinical days would be beneficial. Equipment purchases included two patient simulators, one Lung Analog system, computer software programs and one Galileo ventilator.

Response

A Strategic Plan was developed by the RT faculty and the document was made available to committee members.

The first class offered for the externship class was in the Summer of 2004 at Sharp Grossmont Hospital. Two student slots were offered.

Clinical days are offered for 12 hours during the week with one rotation offered on Saturdays.

Date: January 21, 2005

Advisory

Updating the committee on the building projects were discussed.

The Strategic Plan for Health Professions will be completed in May.

A new policy by the NBRC for becoming registered was presented and discussed. With increased enrollments, more sections of the lab classes and clinical rotations are necessary. This also requires additional part-time faculty to teach the expanded sections. The Externship class was successful and was offered during the summer '04.

Curriculum changes included moving the Neo/Peds class to the second semester and the pathology class to the third semester.

Recruitment at High Schools, health fairs at shopping malls and on campus and job shadowing opportunities provided increased visibility of the program and profession.

Recommendations

With the increased enrollment, a recommendation was made to hire another RT faculty member, continue recruitment efforts.

Response

A staffing request will be made for another full-time faculty member. Expanding the externship program will provide an additional clinical experience for students. Recruitment efforts and ideas will be continued and explored.

Date: January 20, 2006

Advisory

The program is growing; however, concern was voiced regarding the lack of qualified instructors and clinical sites.

The Home Care class needs more patient volunteers for the students to work with.

Becky Handley represented Grossmont College at the National AARC convention presenting a paper she submitted.

The next accreditation is due in 2012.

A Bachelor's Degree at SDSU and NU was presented and explained.

Recommendations

Extend Clinical hours to 12 per day and schedule some rotations for Saturdays to accommodate the increased number of students.

Encourage Students to become licensed as soon as possible after graduation.

A flyer for the Home Care class be made and distributed through the American Lung Association.

Response

Most clinical rotations are 12 hour days and at least one clinical is held on a Saturday for both first and second year classes.

A flyer was disseminated and more patients were found to participate in the Home Care class patient assignment.

Date: January 18, 2007

Advisory

Update on the building projects was made. A No Smoking policy was adopted by the Governing Board. Increased enrollments (82 total Students) continue to cause difficulty hiring a sufficient number of part-time faculty to fill the teaching needs. Other RT schools have opened making the search for faculty and clinical sites more difficult.

Requested input from managers regarding the issue of competition among hospitals, and scheduling conflicts with regard to clinical rotations.

Recommendations

A full-time faculty position be added to the RT program. Program Review process will help to determine if the maximum number of students entering the program be lowered.

Response

A staffing request was submitted for another RT faculty position.

Date: January 24, 2008

Advisory

Update on the new Health Professions building was given with a visual slide show of the architects drawings.

Tour of the campus and RT area was given. Accreditation Annual Report, the response from the accrediting body and the program's reply back were discussed. The evaluations threshold that was not met was the low number of graduates who are attempting and passing the registry exams. These exams are not required to be employed and are voluntary; however, CoARC requires the results from these exams be used to evaluate the program.

The applicant pool is up to 250 on file.

Recommendations

Encourage RT managers to provide incentives for graduates to become registered. Many area hospitals do not pay higher for RRT practitioners.

Response

Letter was sent to CoARC explaining the reasons for low numbers of graduates attempting the registry exams. A SAE (Self Assessment Exam) will be administered in the late Spring to the graduating class as an assessment measurement which CoARC will accept to evaluate the graduate's knowledge base.

SECTION 2 – CURRICULUM, ACADEMIC STANDARDS, AND SUPPORT SERVICES

2.1 Review all course outlines and comment.

Courses are reviewed for accuracy and updated to reflect current industry standards and requirements on a continual basis. The Curriculum Committee mandates the frequency of these reviews. Course outlines for RESP 105, 116, 118, 208 and 222 will be reviewed by the Curriculum Committee in Spring 2009. Writing, reading, problem solving skills, quantitative reasoning, and critical thinking are crucial areas that are infused into each course. Textbooks are selected with editions that promote and encourage critical thinking. Many texts have study guides and internet or CD resources to aid the student in understanding concepts.

2.2 Describe how your department makes decisions related to student learning outcomes.

The Respiratory Therapy department has developed SLO's and assessments during faculty meetings and workshops. These meeting have been held during Flex week and the semester. Both full-time and part-time faculty have participation in the process. The majority of the faculty teaches a clinical practicum so most of the efforts have been focused on developing the SLO's and assessments for these courses. Currently, we are in the assessment phase and will be gathering the data later in the Spring 2009 semester. The Analysis and Action Plan will be discussed and written during Flex Week, Fall 2009. Any course and program improvement will be decided at this meeting with participation of both full and part-time faculty.

2.3 Explain how the department maintains academic standards.

The program maintains academic standards, integrity and consistency by holding regularly scheduled faculty meetings, clinical instructor meetings, and staff development workshops to ascertain the effectiveness of instruction. It is vital that parallelism exists between clinical sites and students have similar clinical experiences even with variability among instructors and hospitals.

In the clinical setting, students are required to achieve basic skills and competencies before a clinical rotation ends. Students have a "performance objectives" check-off book for their first and second years, respectively. These check-off books are completed prior to the end of each school year and placed in the student's file.

Another method used to evaluate the program is an internal "Program Resources" survey. This instrument was developed by our accrediting body and is used to assess and monitor the program's resources. The survey is given to

students, faculty, and advisory committee members. It is an excellent accountability instrument and helps identify areas of strengths and weakness. (See Appendix 16)

Other means of ensuring academic standards and consistency are in giving official course outlines to instructors and having all instructors give a copy of their course syllabus to the program coordinator. Annually, an accreditation report is compiled which examines student outcomes from state and national examination results and from student performance records. Additionally, results from graduate and employer surveys are compiled and reported to the accrediting body. All these mechanisms help to ensure academic standards, integrity and consistency.

2.4 Grade Distribution Summary Report.

Analyzing the data from 2001 through Spring, 2006, most courses fall into a bell-shaped curve. The Supervised Clinical Practicum courses and RESP-260 and 268, however, have a high percentage of "A's" with few "B's" and rarely a "C" being given. The Clinical Practicum courses reflect students mastering required competencies in the clinical setting. Prior to students demonstrating skills in the clinical settings, they have been introduced and achieved competencies in these skills in the lab setting under controlled circumstances.

Two courses, RESP-260 (Spring 2002) and RESP-268 exhibit an unusually high percentage of students receiving "A's". The instructor teaching these classes has specific competencies that each student must pass. The RESP-268 course is a lab class in home care techniques.

The high retention rate in all the courses is due to the high quality student who is accepted into the program. The pre-requisite courses are 8 units of Anatomy and Physiology and 4 units of Chemistry. All pre-requisite courses require the student to earn no less than a "C" to enter the program.

2.5 Describe Strategies employed to ensure consistency in grading multiple section courses.

The program maintains academic standards, integrity and consistency by following faculty developed SLO's, and by holding regularly scheduled faculty meetings, clinical instructor meetings and staff development workshops. Through these means, effectiveness of instruction is ascertained. The credentialing body, NBRC, also provides content matrices that are followed to ensure students are receiving instruction in all vital areas of Respiratory Care. This is evaluated by analyzing graduates credentialing test results.

The clinical courses have multiple instructors teaching each section, therefore, parallelism is essential. It is an accreditation standard that parallelism exists

between clinical sites and that students have similar experiences even with variability among instructors and hospitals.

In the clinical setting, required competencies are agreed upon by the instructors before the rotation begins. Students must master these competencies before the end of the clinical rotation which is part of their grade. Students have a "Performance Objectives" check-off book for both their first and second years, respectively. All competencies must be completed in each book with the completed books placed in their student files.

Occasionally, multiple sections of lab classes are taught by the primary instructor for that course and an adjunct instructor. Weekly communication and meetings with the instructors ensure parallelism between the lab sections. The instructors consistently collaborate throughout the semester ensuring similar grading criteria.

2.6 Describe how your department/program encourages students to extend learning outside the formal classroom.

Throughout the program, developing a professional attitude and behavior are encouraged through attendance at medical conferences and seminars, attending Respiratory Therapy professional society (CSRC) meetings, becoming student members of CSRC and AARC (professional organizations), and by participating in health fairs and career fairs on campus and in the community. Through the Respiratory Therapy Club, students also participate in the American Lung Association activities such as the Asthma Walk or Stop Smoking Campaigns.

Another major opportunity to serve the community and extend learning is in the Home Care Lab Techniques class, RESP-268. Students are given a pulmonary home care patient to work with. Over a period of weeks, the students visit their patient at home, evaluating their home care plan, interviewing the patient's physician and compiling a written report about their findings. This has proven to be an invaluable experience for both students and patients.

Students are also encouraged to contact Respiratory Therapy departments in area hospitals and volunteer their time to help in some way. Many times, the volunteer positions have led to employment after graduation.

Another avenue where students can continue the learning process is tutoring. Many second year students, whether formal or informal, hold study sessions for first year students. This deepens content understanding for all students involved in this activity.

2.7 Describe and give rationale for any new courses or programs you are developing.

Based on recommendations from the Advisory Committee, graduate surveys, student surveys, employer surveys and Program Resources surveys, increasing clinical experiences is a resounding suggestion. The program is very expensive because of the student to instructor ratio, and, also given the fact that the program is at 63 units, increasing the required clinical hours is impractical, however, offering a non-required clinical course is possible. Using the Nursing Externship as our model, a Respiratory Therapy Externship curriculum was developed in partnership with Sharp Grossmont Hospital. Initially, Sharp Grossmont only had placement for 2-4 students per semester, but, UCSD Medical Center, Sharp Mary Birch and Palomar Hospitals have all taken a few students. Placement for all students is still a goal for this course. So far, the participating hospitals are taking from 1-4 students, therefore, a small percentage of the second year class are offered this added clinical experience.

- 2.8 In Appendix 4, list the courses that are duplicated at Cuyamaca College.

There are no duplicated courses at Cuyamaca College.

Instructional innovations and/or special projects undertaken by faculty are summarized in the following paragraphs.

- 2.9 Describe instructional Innovation/Special Projects/Community Involvement

Respiratory Therapy Seminars and Conferences

Dr. Barry Winn has been involved with a number of medical seminars in conjunction with the Respiratory Therapy department at UCSD Medical Center. Barry has involved first and second year students by having the students assist various mechanical ventilator vendors in the "Open Lab". This yearly Mechanical Ventilation Conference has been an excellent venue for students to gain a better understanding of the various mechanical ventilators that are in use today.

Grossmont College Respiratory Therapy Externship Program

Donna Murphy, RT Educator at Sharp Grossmont Hospital, and Lorenda Seibold-Phalan developed course objectives for acute and critical care areas, an evaluation tool and guidelines for the Externship Program. These materials can be adopted for any area hospital to use in developing an extern position.

NRP Certification

Rebecca Handley provides Neonatal Resuscitation Program Certification to all our continuing second year students. The NRP certification allows our students to be eligible for the clinical rotations in area hospital neonatal intensive care units. This certification also contributes to the students being more employable when graduated.

Research Study Presented at AARC Convention

Rebecca Handley conducted a research study on the use of Heliox in San Diego Hospitals. Her study and results were presented at the International Professional Convention of the American Association for Respiratory Care.

CERT Volunteer Medical Team, Peru and Mexico

Lorenda Seibold-Phalan has volunteered three times to provide medical care to the Quechua people in the Cusco, Peru area and to the Mexican people in the Mexicali area. She traveled with medical teams from all across the United States and Canada sponsored by CERT International (Christian Emergency Relief Teams). All were incredible cross-cultural experiences that have been shared with faculty (staff development activity) and students.

- 2.10 With the interest and needs of the community in mind, describe outreach activities.

The Respiratory Therapy faculty are very outreach oriented. Promoting pulmonary health and the Respiratory Therapy profession are goals of the program. Faculty and students have been involved in high school presentations to biology students, career fairs at middle schools, high schools and colleges (Grossmont and Cuyamaca Colleges) and health fairs at numerous venues. The program also encourages students to participate in activities sponsored by the American Lung Association such as the Asthma Walk and Healthy Air Walk. Some students and faculty have also volunteered to be camp counselors and medical personnel at the ALA's Asthma Camp held annually in the Cuyamaca Mountains.

Lorenda Seibold-Phalan has been a member of the Grossmont Union High School District Health Advisory Board. The purpose of this board is to give direction to the East County high schools in developing biology and chemistry courses for students interested in healthcare careers. A number of high schools are now offering a healthcare pathway to students as well as a summer institute at area hospitals for career exploration.

Lorenda has also participated in the RAHSI grant meetings and been a presenter at a recent meeting. The RAHSI grant is being administered by Natalie Rey. The purpose of the grant is to encourage and support High School science teachers to develop healthcare pathway courses.

- 2.11 Provide specific examples aimed at encouraging students to become actively engaged in the learning process.

Specific examples of various instructional methodologies that engage students in the learning process are supervised clinical practicum courses. Students are administering patient care in acute and critical care settings. Once students have

rehearsed the skills and patient scenarios in the laboratory, lecture and computer lab classes, they apply them to patients in the hospital.

Another example of an effective instructional methodology is providing tutoring to students during laboratory classes and open lab hours. The open lab hours allow individuals to rehearse skills promoting mastery learning.

Simulation manikins are another instructional method that have enhanced learning in the laboratory classes. Programming manikins to mimic patient conditions allows students a realistic experience in assessing and treating patients.

Case studies and presentations, group projects, research papers and individual assignments all encourage students to engage in the learning process. The faculty also encourages students to form study groups. Study groups formed in the first semester typically meet throughout the two years.

2.12 Explain the department/program's relationship to others on campus.

The Respiratory Therapy courses are specific for the Respiratory Therapy major and are not cross-listed with any other courses. RESP-114, Cardiorespiratory Pharmacology, is open to all students.

Campus Resources

2.13 Indicate what the department/program has done to formalize links with college support services.

The Respiratory Therapy Program has developed close associations with many support services on campus.

- **Learning Assistance Centers** – Students are referred to the English Writing Center for assistance in writing research papers. The tutoring center in the Tech Mall has RT Software programs that allow students access to these other than the Health Professions Computer Lab.
- **Tech Mall** – Many students use the computer services of the Tech Mall to research and write their research papers.
- **Instructional Media** – Throughout the program, students are required to write research papers. The assistance of librarians and library resources are valuable in the term paper process.
- **Health Services** – Students use many of the services that the Health Services department provide. Required physical exams, vaccinations and TB screenings are provided to our students. During the New Student Orientation, a representative from the Health Services department reviews with the incoming students all the health forms and vaccinations that are required and provided on campus.

2.14 Evaluate and provide a summary of the current status of library resources.

Patty Morrison, the RT Library Liaison, provided the information for this section. There are over 4800 current Medical holdings. Out of those holdings, a narrower search of books related to Respiratory Therapy produced 52 texts. These titles are in Appendix 15. Reviewing the titles, many textbooks need to be replaced with newer editions. Included in Appendix 15 is a list of textbooks that are on limited loan. These texts are newer editions that are required in the courses. Also included in Appendix 15 are lists of medical journals that are in print form and those that are in electronic form. Inter-library loan between SDSU and UCSD also provide added resources for students. Each hospital has its own medical library and students can access these resources as well.

The Grossmont College Library also offers four Medical databases. These include CINAHL Plus with Full Text, Health Source: Consumer Edition, Health Source: Nursing/Academic Edition, and MEDLINE. Combined, these sources provide access to hundreds of thousands of medical journals.

2.15 Describe the working relationship between the department/program and the Counseling Department.

Once a year, the coordinator from the RT department is asked to come to a Counseling staff meeting and give an update about the program. This has provided a good opportunity to disseminate information about the program, graduate placement and employment, application process and waitlist, and answer any questions the counselors may have. Brochures and flyers are also given to the Counseling department for their use in advising prospective students. A specific advising sheet for Respiratory Therapy majors has been developed to aid counselors in evaluating courses and providing information to students.

2.16 Comment on the results of the Student Survey, Appendix 6, regarding Campus Resources.

In analyzing the data regarding campus resources, the following was concluded:

- **Assessment & Testing Center** – Only 7.5% of students frequently access these services. 22% of the students rarely used this campus resource. At least 29.5% of students are using the assessment center.
- **Career Center** – 9% of students frequently use the services of the career center with 21% rarely accessing these services. At least 30% of students are using the career center.
- **Counseling Office** – 16% of students frequently use counseling services while 58% rarely ask the counseling center for assistance. At least 74% of students are using counseling services.
- **English Writing Center** – 19% of students access help from the English Writing Center during the semester while 60% never used these services.

- English Reading Center – The results are almost identical to the English Writing Center. 18% of students access these services while 63% never do.
- Health Services – 16% of students frequently access services provided by the Health Services while 39% of students use these services once or twice a semester. Overall, 55% of students access Health Services.
- LRC: Computer Lab – 49% of students frequently use the SETL lab while 22% used this lab 1-2 times per semester. Overall, 71% of students accessed these services.
- LRC: Instructional Media – 13% of students frequently access the video carrels while 13% rarely used this service. 26% of students used this service at least once during the semester.
- LRC Main Library – 61% of students frequently access the library while 24% used the library once or twice during the semester. Therefore, 88% of students used the library at least once during the semester.
- Math Study Center – 9% of students frequently used these services while 13% of students accessed these services once or twice per semester. Over all 22% accessed these services at least once during the semester.
- Student Affairs Office – 6% of students frequently used these services while 22% visited this office at least once or twice during the semester. RT Club Officers probably were the students accessing this office most frequently.
- Tutoring Center – 7.5% of students requested tutoring center services frequently while 10% only accessed these services once or twice a semester.

In conclusion, the campus resource accessed the most was the Library (LRC) and the least was the Tutoring Center. All campus resources questioned had students accessing their services.

2.17 List courses that have been articulated with high schools.

The one course that is accepted as a pre-requisite is a year of High School Chemistry. A student is required to receive a “C” grade or higher. This course is equivalent to Chem-115.

2.18 After reviewing Assit.org, identify any articulation with 4-year institutions.

There is not an articulation agreement with CSU or UC schools. However, we do have an agreement with Loma Linda University. Students may continue in the field of Respiratory Therapy obtaining their Bachelor’s degree after graduating from our program with an A.S. degree. Graduates enter as juniors into their program.

SECTION 3 – STUDENT ACCESS AND SUCCESS

- 3.1 Describe Specific ways the program has developed curriculum to faster student success.**

The program has developed two courses to increase student success, RESP-198, Supervised Tutoring, and RESP-202 Patient Management (Externship Program). RESP-198 allows students additional access (open lab hours) to the lab to rehearse and review skills and procedures. Second year students also use open lab hours for study sessions with first year students.

RESP-202 has provided an excellent opportunity for some students to gain additional clinical experience. Unfortunately, only 4-6 students per year are able to take advantage of this experience.

Additionally, the Health Professions Computer Lab is available to students to review software programs and do research on the internet.

- 3.2 Analyze Appendix 7 and comment on strategies utilized to address various cohort groups.**

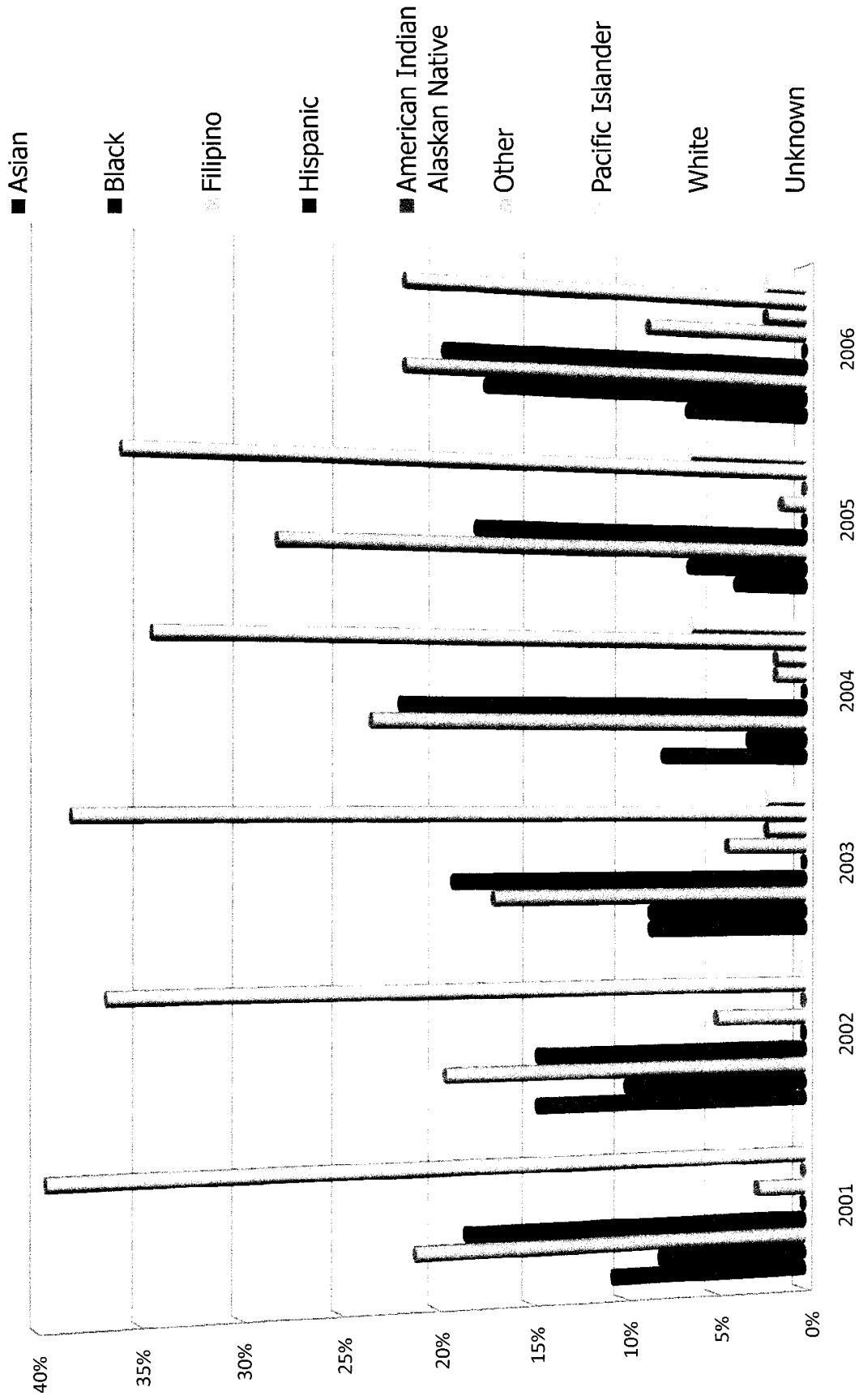
In examining the trends in Enrollment by Ethnicity (refer to graph) from Fall 2001 through Fall 2006, the Respiratory Therapy student population has become more diverse. There is not a dominant ethnic group represented. The only ethnic group that has not been represented is the American Indian and Alaskan Native. Many of our students are immigrants who were in the medical field in their native country. Tutoring has especially been valuable to this cohort.

In analyzing Enrollment by Age (refer to the graph) from 2001 through 2006 the trend is showing more older students (30-49 yrs) emerging as the dominant group. The next largest age group represented is the 20-24 year olds. The 25-29 years old have been fairly stable in their representation until 2006 when this was the least represent group. It should be noted that all three age groups are fairly close together with 17% difference from the greatest to the least represented age group. No students were under 20 years old or over 49 years old.

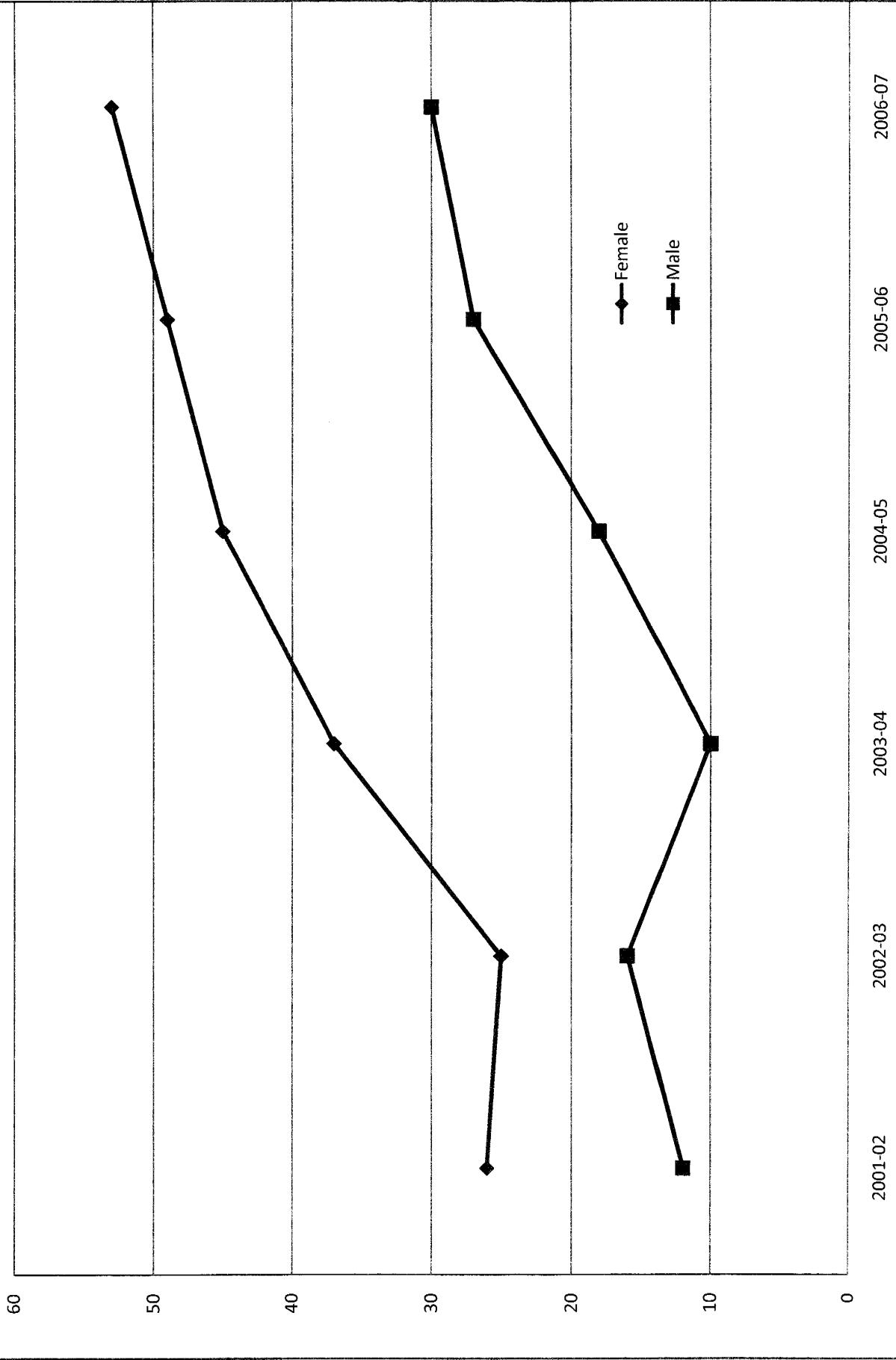
In analyzing gender, there are more females than males, however the percentage of both genders has remained fairly constant. About 2/3 of the students are female with a little over 1/3 male.

It needs to be mentioned that single parent households are not currently being reported, but are increasing in student enrollment into our program. This group brings with it special needs to be addressed. Referrals to EOPS and similar support services are a lifeline to many of these students in helping them stay in school.

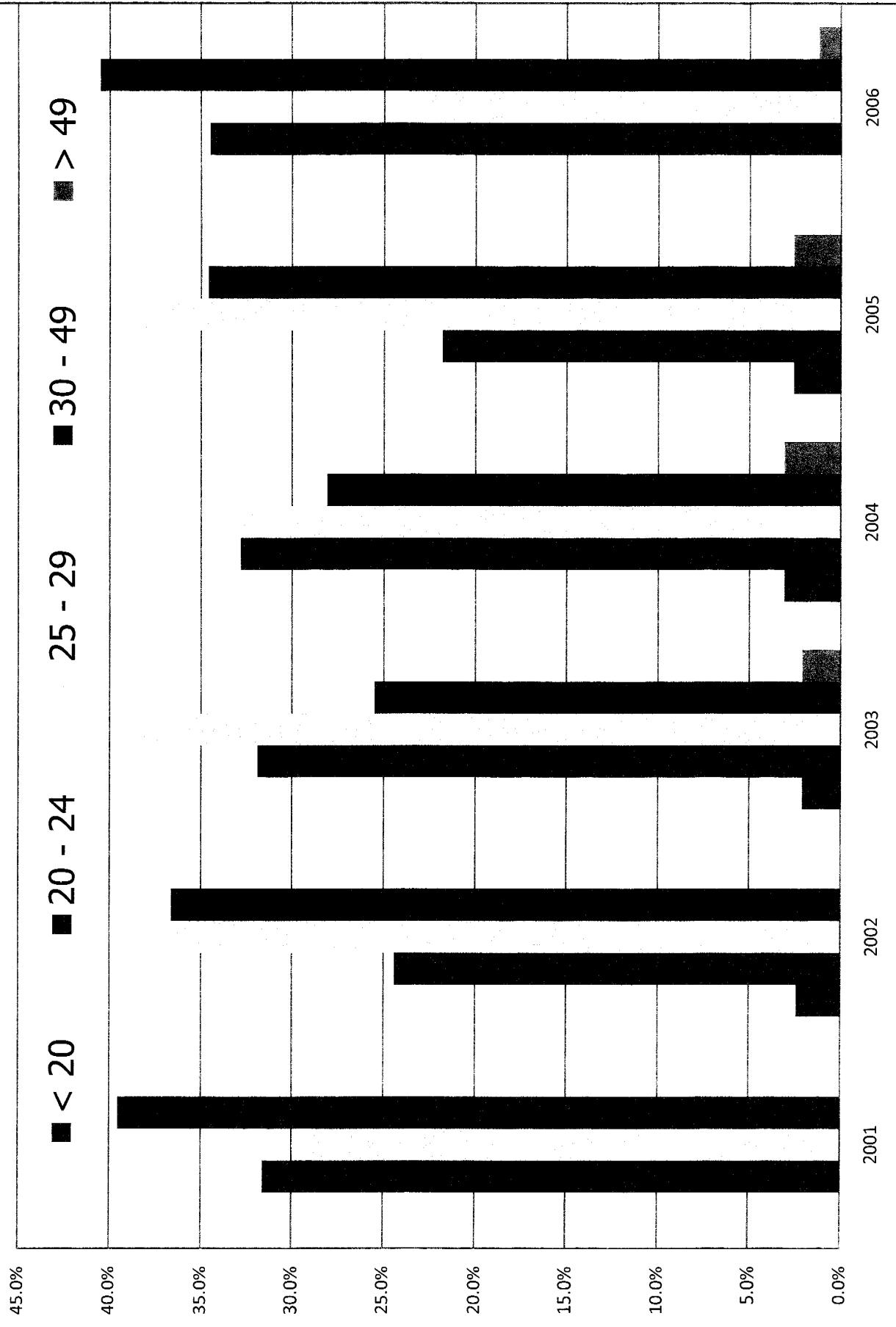
Enrollment by Ethnicity



Trends in Enrollment - By Gender



Enrollment by Age



- 3.3 If state or federal licensing/registration examinations govern the program, comment on student success.**

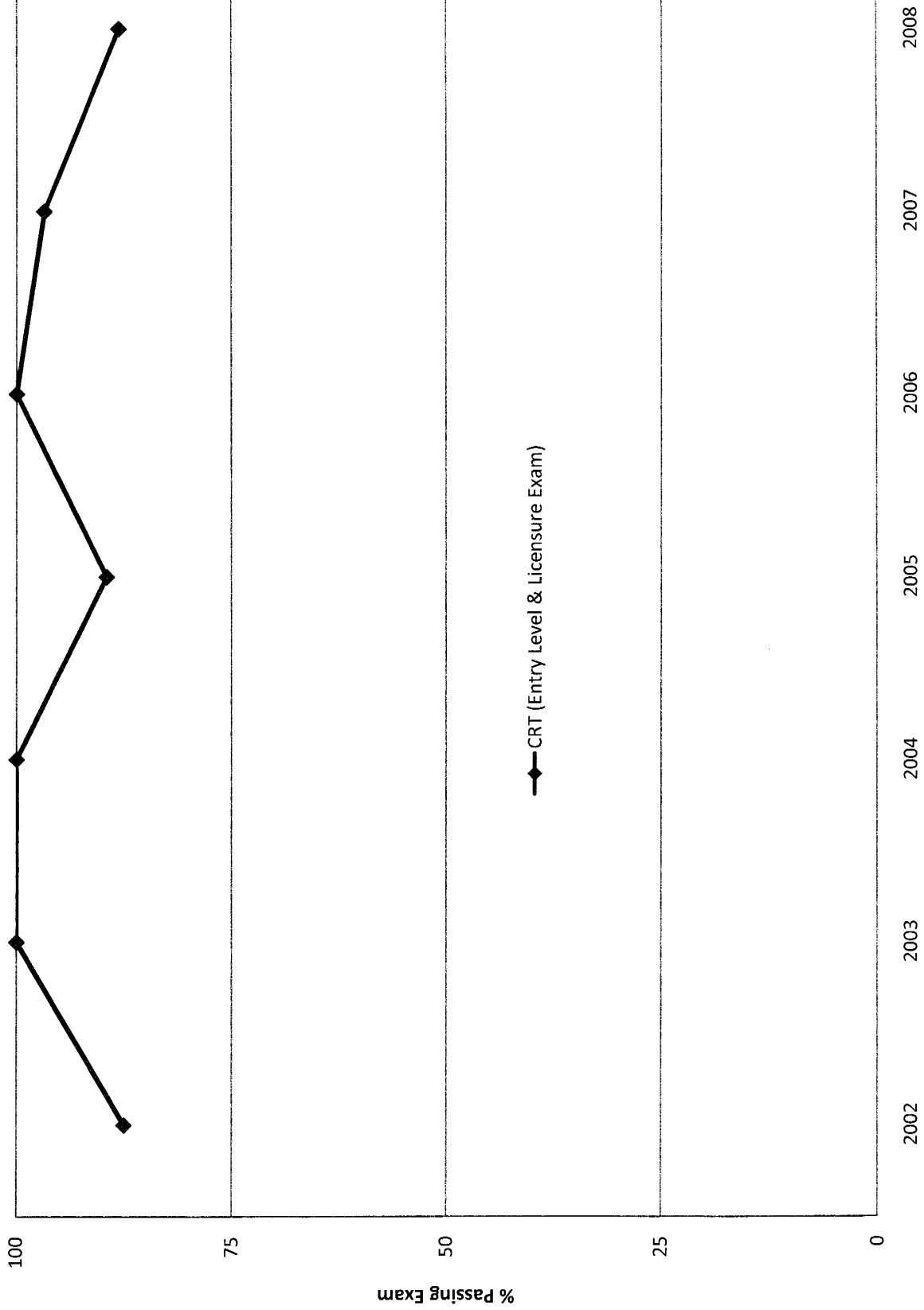
The pass rates for Respiratory Therapy graduates on the state licensure exam (CRT) have consistently been in the upper 80 to 100 percentile. The registry exams consist of two exams, the WRRT (Written Registry), and the CSE (Clinical Simulation Exam). The graduates who have taken the WRRT have scored between 73 to 100%. The graduates who have taken the CSE have scored between 75 to 100%. To become a Registered Respiratory Therapist, a graduate must first pass the CRT exam followed by passing the WRRT and CSE. Please refer to the Accreditation Annual Report in Appendix 16 for a more in-depth interpretation of the results and action plans.

- 3.4 Discuss strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/department program**

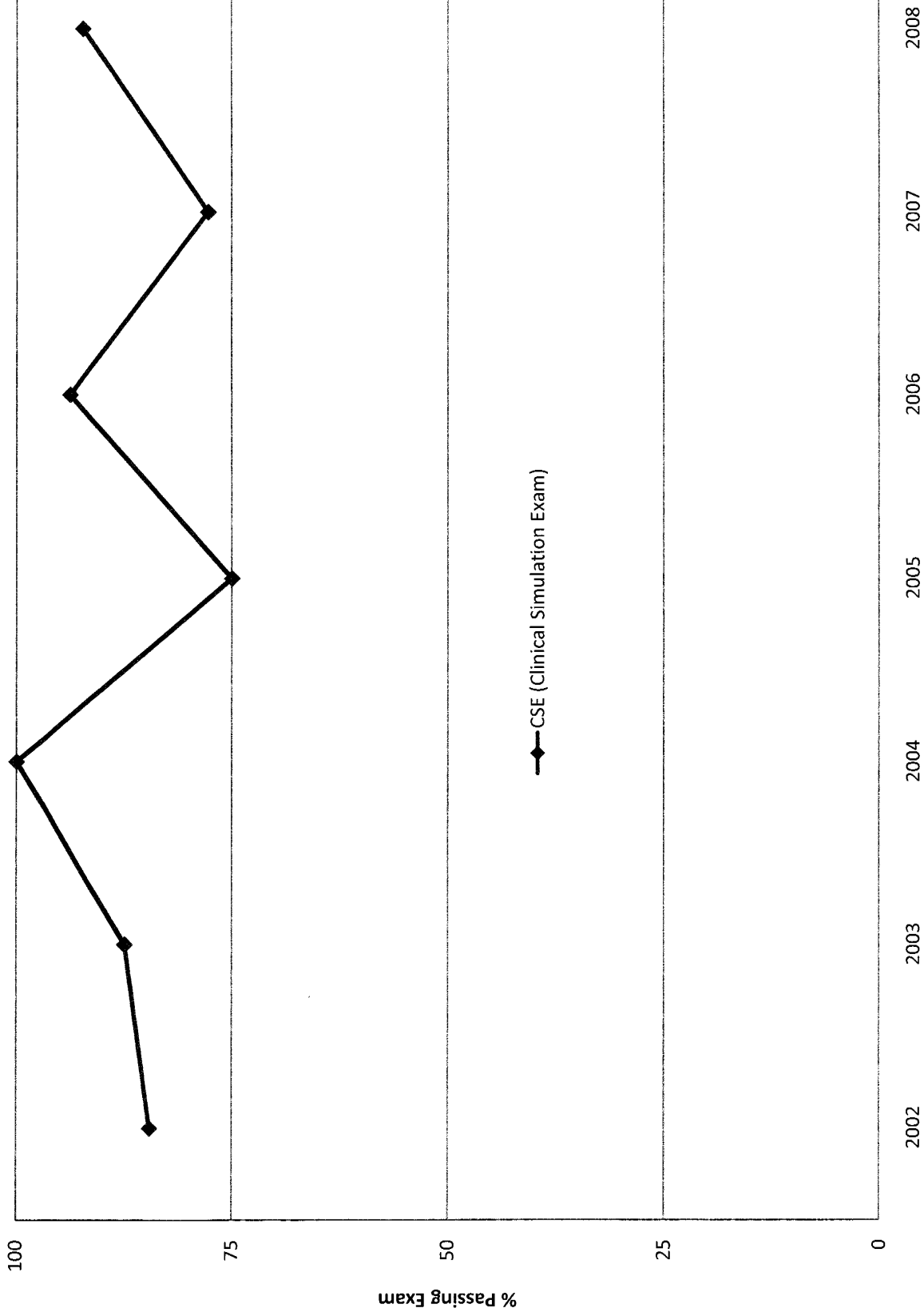
The Respiratory Therapy department has employed various strategies for recruitment and marketing. Brochures and literature have been distributed to High School teachers and counselors at RAHSI meetings. Presentations given in High School and Middle School science classes have been very interactive promoting the RT profession and GC program. Participation in Career and Health fairs at middle and high schools, community venues and on campus have increased the program's visibility. Scheduled weekly informational meetings are also available to prospective students. For those who attend these meetings, a job shadowing opportunity is available at UCSD Medical Center with a Respiratory Therapist. The Career Center and Counseling department also take program brochures and flyers with them to high school career fairs and other recruitment fairs.

In reviewing the Student Survey results, the majority of students (54.4%) heard about the RT program from a friend or family member. 21% of students found information about the program in the class schedule/college catalog and GC website. 7.6% were given information from a GC counselor, GC instructor or GC presentation. 3% had a work referral and 1% were informed about the program by public media. 23% of the class survey had participated in the job shadowing opportunity at UCSD Medical Center (question #12 on Student Survey, Appendix 6).

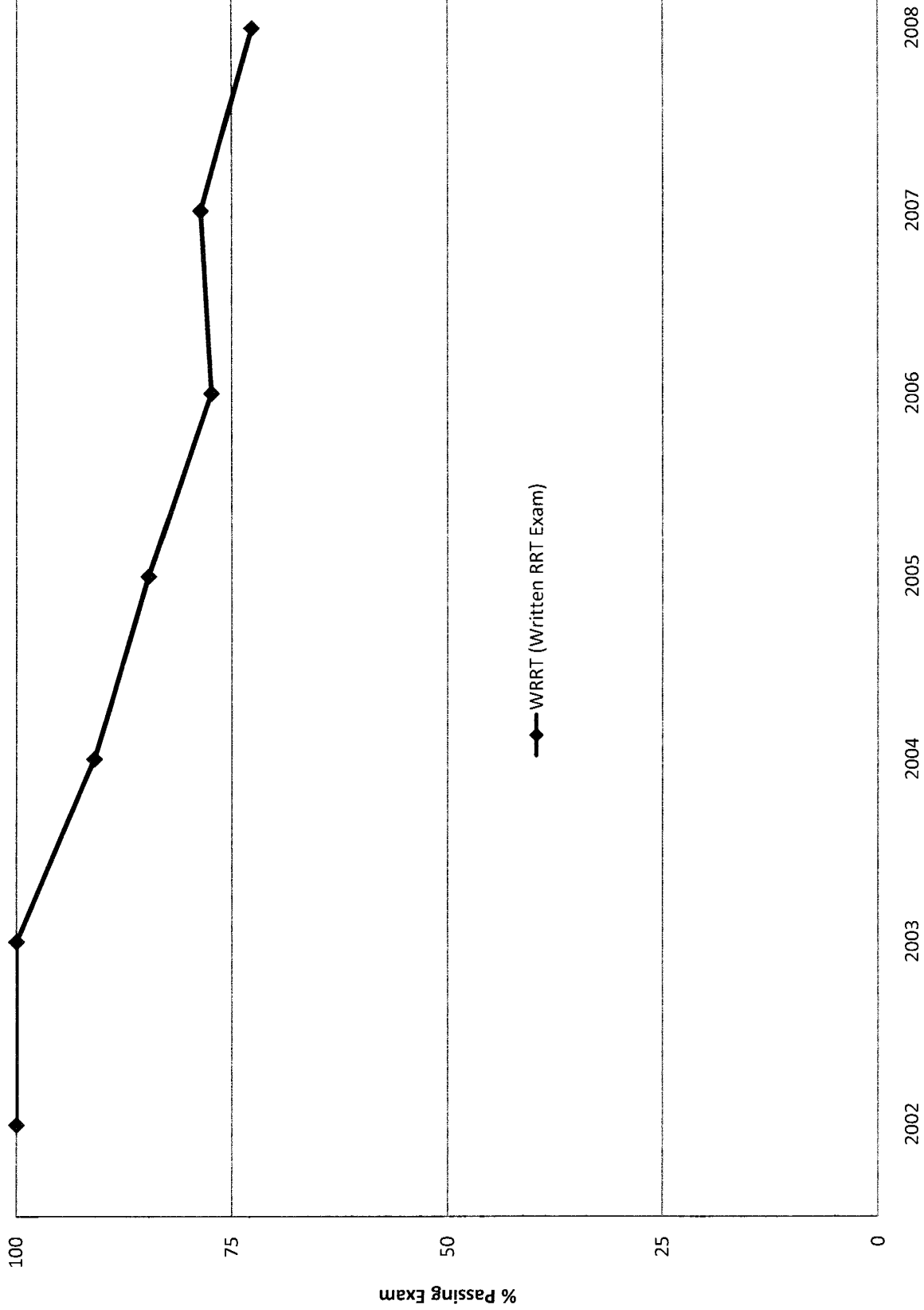
NBRC Credentialing Exam Results



NBRC Credentialing Exam Results



NBRC Credentialing Exam Results



- 3.5 Referring to Appendix 7, Appendix 8 and Appendix 5, comment on emerging trends of course completion, success, retention, and enrollments.**

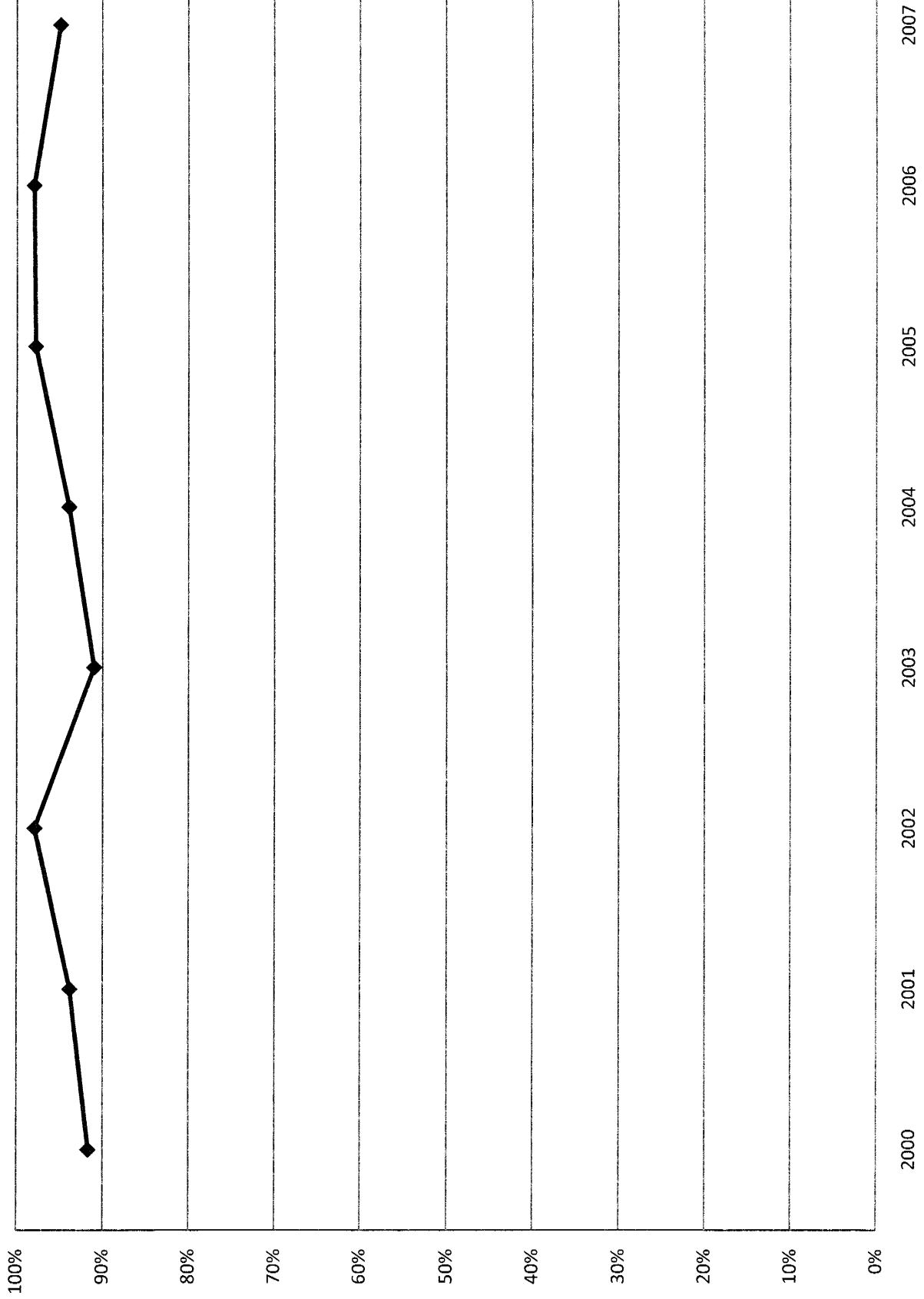
Examining the data, it is evident that the Respiratory Therapy Program has a high completion rate (success) and retention rate. Once students have completed the prerequisites and enrolled in the program, the likelihood of successfully completing the program is very high, greater than 90% (Appendix 8).

Since Fall 2001, there has been a tremendous increase in enrollments, a 121% increase. Likewise, the efficiency report shows an increase from 2001 through 2006. For the past three years, there has been a waiting list for the incoming class. The maximum incoming class size has increased from 35 to 45 students. Given the fact that the success rate has not decreased below 95%, the program is maintaining its educational integrity. The program resources have been able to meet the demands of an increased enrollment.

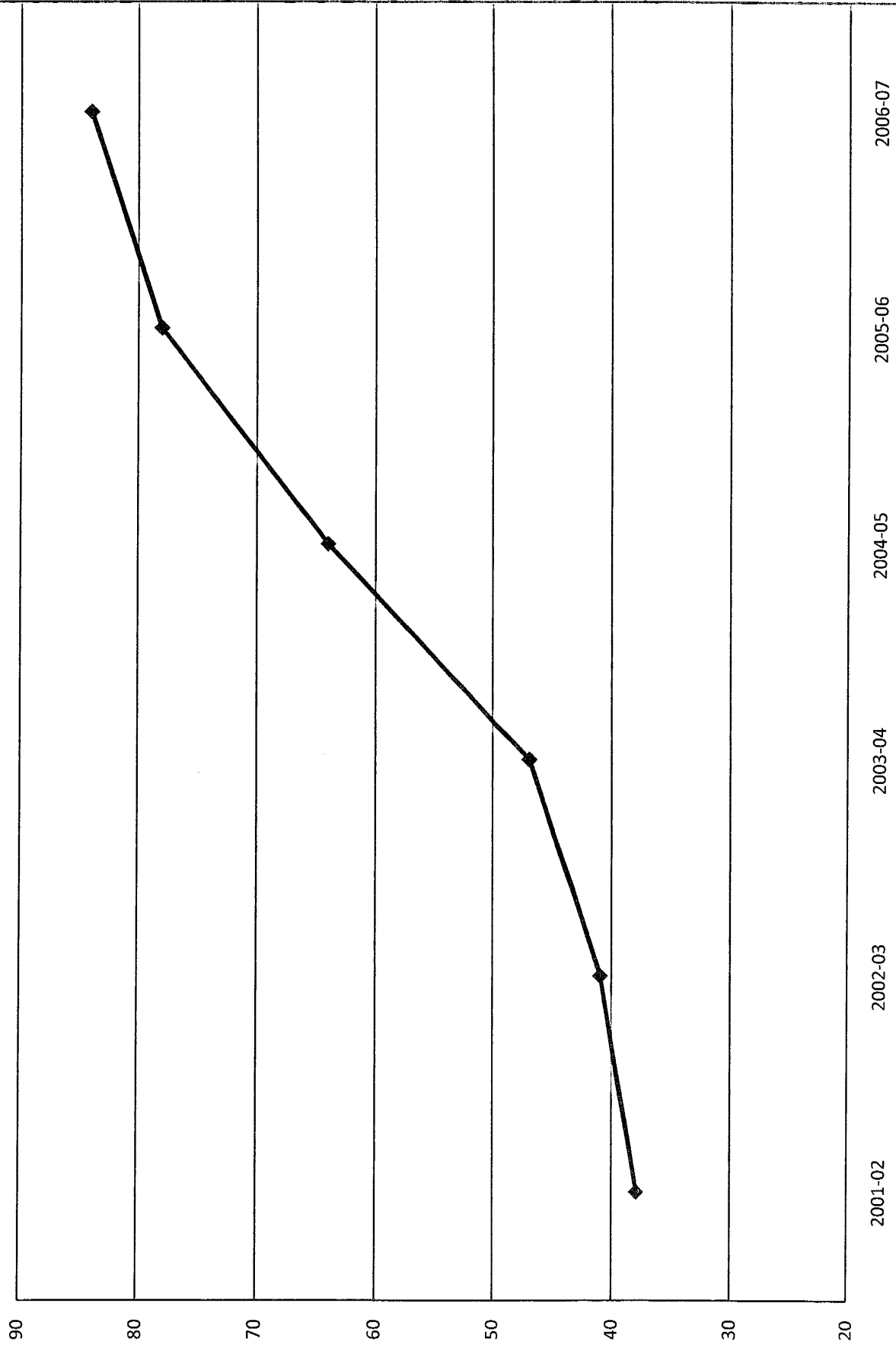
- 3.6 Referring Appendix 9, if the department offers a major comment on the trends regarding number of students who earn degrees.**

The licensure board, Respiratory Care Board in 2000 required all graduates to obtain an Associate in Science degree in Respiratory Therapy. All students who complete the RT program also earn an Associate in Science degree. Therefore, as enrollment has increased so has the number of degrees awarded.

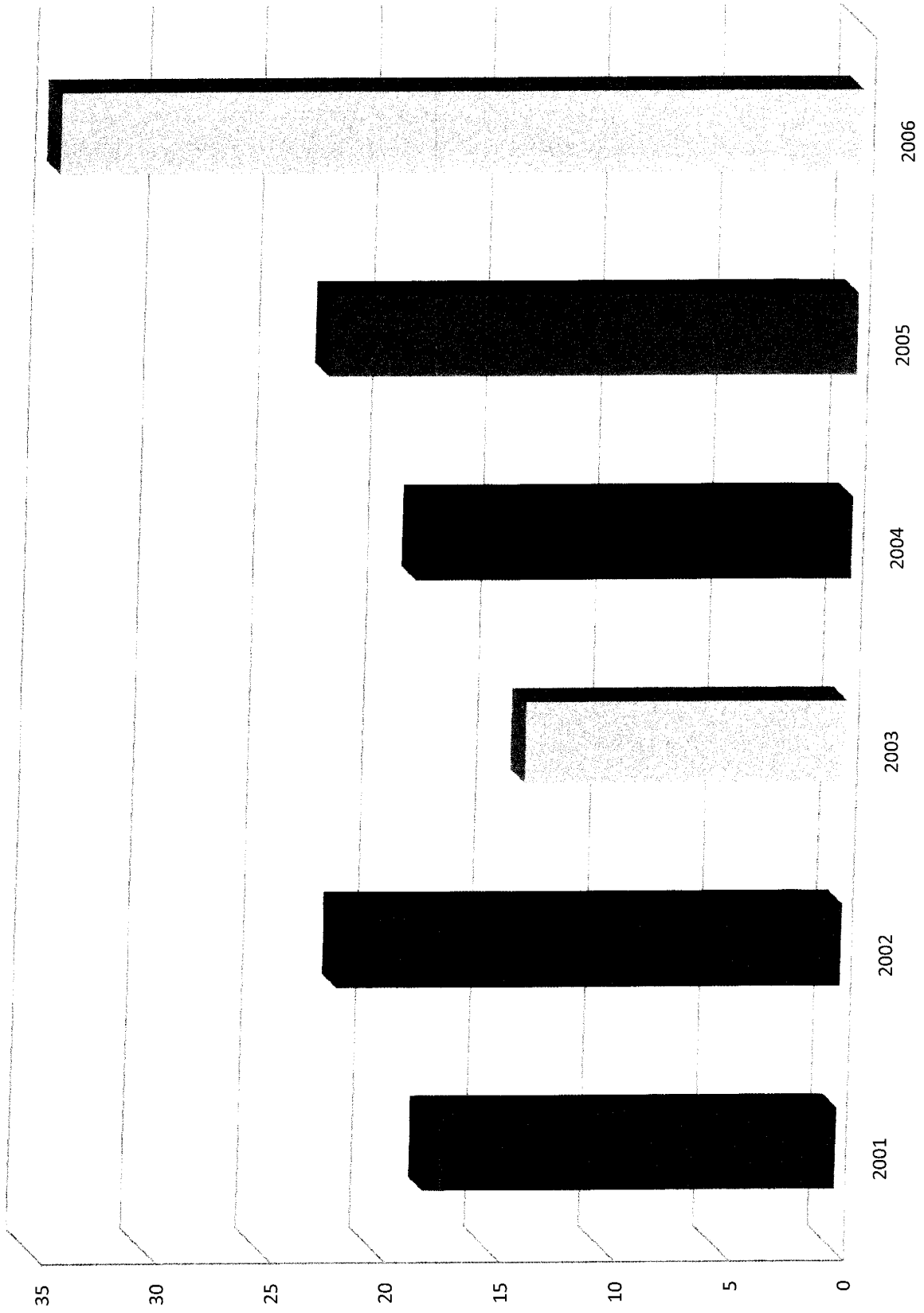
Success - Fall to Fall



Trends in Enrollment - By Totals



Degrees



SECTION 4 – DEVELOPMENT OF HUMAN RESOURCES

- 4.1 Describe how participation in activities listed in Appendix 10 has resulted in improvement in curriculum and instruction.

The Respiratory Therapy profession is very dynamic in regards to equipment advances and patient management techniques. It is the responsibility of each practitioner to keep current of recent advances and utilize these in patient care. State licensure and the credentialing body, NBRC, also mandate a certain number of CEU's be attained within a time frame. The information gathered from conferences, workshops, and seminars is immediately disseminated into instruction to update students on emerging clinical practices. Please refer to Appendix 10 for a list of faculty involvement professionally, collegially and socially (community activities).

- 4.2 Forecast your staff development needs both within and outside of the institution.

Within the RT program, faculty meetings and workshops provide a forum to discuss and improve curriculum, implement best practices in the Supervised Practicum courses and improve teaching techniques. Recently, the faculty has been focused on developing SLO's and implementing assessments to evaluate the SLO's. The clinical instructors have had many meetings discussing which SLO's to evaluate and assess, coming to a consensus. Opportunities for similar staff development activities are essential to improving instruction.

Outside of the RT program, staff development activities include professional conferences, seminars and lectures to keep current in the field. Attendance at conferences that focus on teaching and learning also are essential to improving teaching methods in the classroom. Leadership conferences strengthen the participant's understanding of his/her role and how to be more effective. Continued attendance in all these activities is essential to being effective as an instructor and in administrative roles.

- 4.3 Describe how the members of the department/program are helping to shape the direction of the college.

Faculty are involved in the following committees: Fringe Benefits, Professional Relations, Bookstore, and Marketing. The program coordinator is also a member of Academic Senate, and Chairs and Coordinators Committee. Lorenda Seibold-Phalan has been the Faculty Advisor for the Respiratory Therapy Club since 1990.

4.4 Describe how the members of the department/program contribute to the community beyond the college, locally, statewide, and nationally.

A number of the RT faculty has been involved in the state professional organization, CSRC. Donna Murphy is currently on the Program Committee for the CSRC Annual Convention and CSRC Membership Chairman. Donna has also been instrumental in developing and coordinating CSRC Student Night (an annual event in May) and an educational seminar, "Day at the Races."

Both Donna Murphy and Barry Winn are involved on various committees with the American Lung Association. This close relationship provides educational and professional opportunities for our students. Students have been involved in ALA's Asthma Camp, Better Breather's Club and Asthma Walks (now Healthy Air Walk).

Benny Castro and Donna Murphy have been part of a Mentorship/Preceptorship Course presented by the CSRC at various conferences. They also were invited to provide this program at national professional conferences.

Lorenda Seibold-Phalan has been a member of the Grossmont Union High School District Healthcare Advisory Board. This board has been instrumental in providing direction and support to science teachers developing Healthcare Pathway courses (Medical Biology and Medical Chemistry). Community and industry representatives are part of this board.

Many of our faculty are instructors of various lifesaving certification courses – BLS, NRP, PALS, and ACLS. These certifications are required in various job classifications.

A few of our faculty have also participated in medical missions – providing medical care to various parts of the United States (post Katrina) and world (Peru and Mexico).

4.5 Describe how decisions are made in your department/program.

The process utilized in establishing policy, evaluating curriculum and making departmental decisions is both formal and informal. Scheduled faculty meetings for both part time and full time faculty provide a specific agenda to be discussed. Many decisions are also made informally through email correspondence and by the telephone. When decisions involve accreditation issues, Dr. David Willms, our Medical Director for the program, is also consulted. Being that the department has only 3 full time faculty members, consensus on a decision is not a difficult task. With the varied teaching schedule (some faculty are only on campus one day a week because of the clinical schedule), email and phone conversations are the more frequent means to communicate.

4.6 Describe how the computer resources are used by faculty.

Computer resources are an integral part of the department operations. The RT department has its own website where prospective students can download an application and gain information about the program. Email addresses of faculty and the RT secretary are also given on the website and to students. The RT secretary updates our website information. This can be found at <http://www.grossmont.edu/healthprofessions/rtProgram/default.asp> .

Additionally, faculty members use computer resources for research and accessing medical resource websites. Our credentialing body, NBRC, requires electronic submission of student's information after graduation in lieu of a transcript. Communication through email to students, staff, faculty, and other professionals is now routine. Sending of reports and syllabi via email to administrators is also required for submission. A few of the faculty have used Blackboard as part of their course to disseminate information to students and manage the class.

4.7 If your department/program has hiring equivalencies, explain the rationale.

The RT program does have minimum qualifications for full time and part time faculty as outlined in Appendix 11. The equivalency is specific to the work experience a candidate may have. This policy was updated March 18, 2008.

4.8 List and describe the duties of classified staff, work study and student workers.

There are two classified staff positions that support the Respiratory Therapy program. One is a clerical position, and the other is a health science technician position. Currently, the clerical position is a shared position with the OTA program. Our secretary is very busy because both programs require application processes and annual submission of accreditation reports. She is responsible for answering all inquiries involving general information about both programs. Many days, she answers well over fifty calls. Additionally, she maintains the student files for both programs and tracks students for CPR, Background checks, malpractice insurance, required vaccinations, and health and dental forms.

The health science technician position supports the program by setting up and tearing down labs, ordering necessary equipment, and configuring classrooms for various teaching strategies. She/he also maintains the computer lab for the Health Professions. Two technicians are employed full time to manage all of the health professions programs.

Student tutors (second year students) are used in the program in first year labs and in open lab hours. The program coordinator is responsible for supervising these students.

4.9 Discuss staffing factors that influence the effectiveness of the program.

Effectiveness of the program is dependent on a strong faculty and an adequate support staff. The full time to part time faculty ratio has increased to 3:19 from 3:8 in 2001. The student enrollment has doubled from the last Program Review. The shortage of RT's is projected to continue well into the future. The waitlist is now one year or longer.

Continuity and coordination of instruction has required more faculty meetings and communication to ensure parallelism. Variability among clinical instructors is both a positive and negative aspect. Increasing the number of full time faculty provides more continuity of instruction. Full time instructors have received extra pay every semester with the coordinator at 40-50% overload every fall semester.

Another faculty issue is retaining qualified adjunct faculty. The teaching salary is below what therapists are paid in the hospital for a full day's work. Also, when the patient load increases in the hospital from time to time, the adjunct faculty member is asked to work more shifts to help out his/her primary employer and this may conflict with scheduled clinical instruction days. Therefore, it is the recommendation of the RT Advisory Board and the Educational Master Plan to add one more RT full time faculty position.

Another influence affecting the program deals with the role of the Director of Clinical Education. An accreditation requirement is to have a full time faculty member be the Director of Clinical Education (DCE). The program has a job description for both the Program Director (PD) and DCE. The college, however, does not recognize the DCE appointment and does not give additional reassigned time to this person to carry out the added responsibilities. Therefore, more responsibility for the clinical training falls on the Program Coordinator because the DCE has a full teaching load.

SECTION 5 – SCHEDULING EFFECTIVENESS AND ROOM UTILIZATION

- 5.1 Using Appendices 7 and 8, comment on student success since the last program review.

“Earned WSCH” has doubled from 2001 to 2007-2008. WSCH/FTEF has also increased significantly by 33% from Fall, 2001 to Fall, 2005. Student success continues to be at 91% or greater which is far higher than the college student success rates. The increased demand for the RT profession continues with over a one year waitlist for applicants.

- 5.2 Analyze and comment on trends in enrollment, numbers of sections offered, average class size and efficiency.

Enrollment has doubled since 2001 with the class maximum being increased from 35 to 45 incoming students. This number was increased to 45 incoming students in Fall, 2004. In Fall, 2001, the % Class Max was 70.24% (35 class max) compared to Fall, 2005, with a 97.24% Class Max (45 class max). An extra section for each of the labs (RESP 108, 118, 208) was added to accommodate the increased enrollment. Two to three more clinical rotations have been added for first year and second year, respectively. The program’s enrollment is close to maximum. The Spring courses are slightly lower because of attrition from fall semester courses.

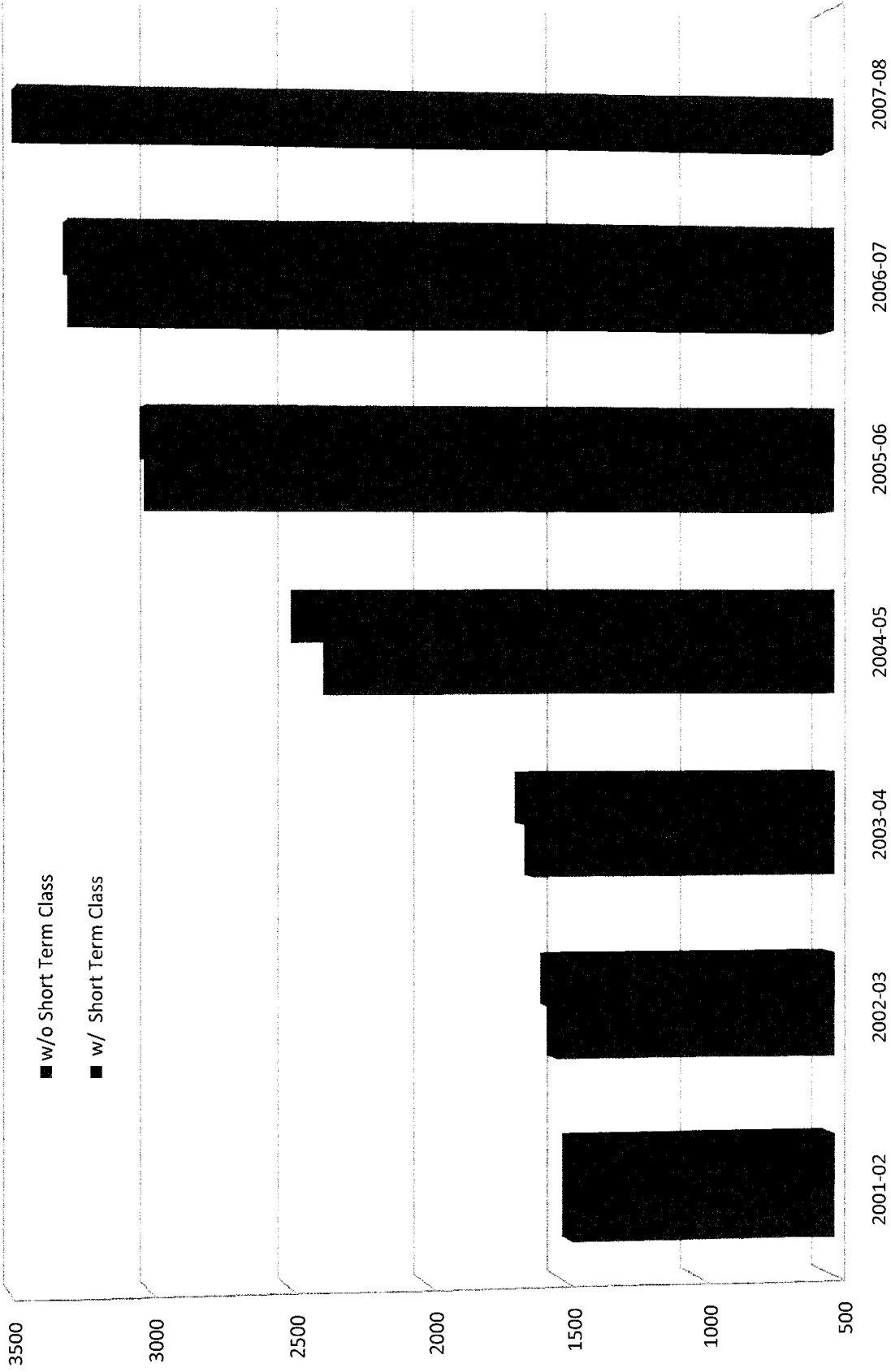
- 5.3 Comment on any sections that are historically under-enrolled.

There is not a course that is under-enrolled.

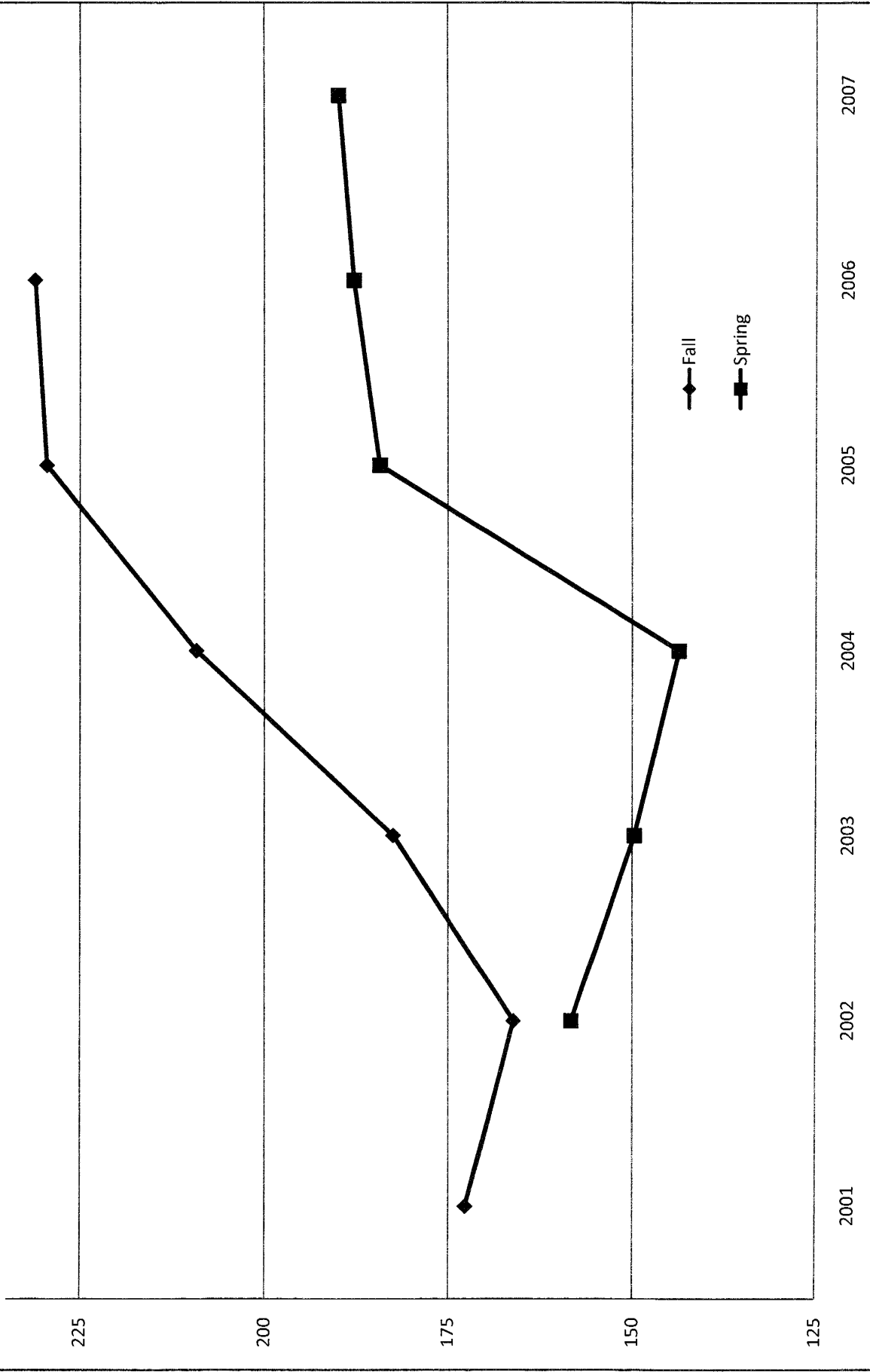
- 5.4 Comment on the adequacy of facilities and equipment for meeting instructional needs.

With the new Health Professions building being completed in Spring, 2010, we will be expanding to two lab rooms – one for first year students and one for second year students. Currently, both first and second year students share the same lab classroom. This presents fast turnaround times for setups lab and break down. Storage of equipment is also a major concern with many pieces of equipment stored around the lab room. Once we are in the new building, we anticipate adequate space for storage of equipment, more accessible lab rooms for open lab hours, and a state-of-the-art equipped building to meet our instructional needs.

Earned WSCH



**EFFICIENCY -
WSCH/FTEF**



5.5 How does room availability affect your enrollment?

Room availability is fundamental to teaching our program – both lecture and lab classrooms. With increased enrollments, the classrooms need to be large enough to seat all the students. This has created some room conflicts which have been resolved by changing times of classes. Some of our classes begin at 7:00am so that a classroom is available. Classes have also been shifted to Fridays when larger classrooms are available.

5.6 Discuss alternatives your department /program has explored including off-site offerings.

In the RT Program, all Supervised Clinical Practicum courses are taught off campus. Occasionally, the auditorium at Grossmont Healthcare District has been utilized when a campus classroom was unavailable. We have experienced difficulty finding an adequate number of clinical sites to meet the increased enrollments. To combat this problem, clinical days have shifted from two-6 hours days to one-12 hour day per week. Saturday clinicals are an option which allows two clinicals to be taught per week – one during the week and one on the weekend. The program also has to contend with three other proprietary vocational RT schools that request the same hospitals for their clinical training.

5.7 Comment on the results of the Student Survey, Appendix 6.

In analyzing the Student Survey, 90.0% of the students were satisfied with the availability of the courses. Most of the students prefer morning or day time classes. If classes were offered on Saturdays, over half responded they would not attend. 61.5% responded they would not attend on Sundays. Therefore, it can be concluded that the majority of students surveyed prefer Monday through Friday classes during the day, beginning in the mornings.

SECTION 6 – FISCAL PROFILE

- 6.1 Using Appendix 12, comment on trends for your overall department/program. From Fall, 2001 through Spring, 2006, the “Earned WSCH/FTEF” has increased by at least 33%. Analyzing the “Earned WSCH/FTEF” for specific courses, a clear trend is evident. The lowest courses in this category are Supervised Clinical Practicum courses in every semester. However, examining the data from 2001 through 2006, there is an increase in these courses parallel to the increase in enrollment.

The explanation for the low WSCH/FTEF in comparison to the lecture and lab classes on campus is that the student to teacher ratio is very low, typically at six students per instructor or 4 students per instructor in the neonatal intensive care units (hospital mandated). Given the critical nature of patient care that the students are responsible for in the hospital, and the uniqueness of the profession compared to other healthcare fields, a low student to teacher ratio is necessary for patient safety, optimal student learning many times that student number in the ICU is hospital mandated.

- 6.2 Using Appendix 14, analyze and comment on Earned WSCH/FTEF and Cost/FTES.

In analyzing Appendix 14, the “Earned WSCH/FTEF” increased from 2001 to 2006. Conversely, the “Cost/FTEF” decreased from \$7,063.70 per student to \$5,019.87 per student during the same period of time. These data support the conclusion that with higher enrollment, the cost per student decreases. The data are consistent with each year that the Fall “Earned WSCH/FTEF” is higher than the Spring “Earned WSCH/FTEF”. This is attributed to the largest enrollment being in the fall with the incoming class and the highest attrition is during the fall semester with decreased enrollment in the Spring.

- 6.3 If the department/program receives any outside financial support, list those sources.

The department receives outside funding from vocational funds, VTEA funds and ETC grant funds. ETC funds vary in amount, but, have allowed major equipment (ventilator) purchases. VTEA funds have ranged from \$10,635 to \$22,450 per year. VTEA funds have been a stable source of additional monies that have helped significantly to support the program. Purchasing updated equipment is fundamental to the success of the program. Tutoring funds allow skills rehearsal and remediation increasing student success and retention. Other uses of these funds have allowed faculty to attend conferences and seminars required to keep abreast of all the changes in the field. In Appendix 17, the most recent VTEA reports can be examined.

One other area needs to be mentioned. Solicitation of donations from medical equipment companies and hospitals has provided substantial savings to the department. For instance, this past January, Sharp Grossmont donated their Pulmonary Function Equipment to our lab which is valued at \$10,000. Many medical equipment vendors also give substantial educational discounts for purchases.

SECTION 7 – SUMMARY

Program Strengths and Weaknesses

In reviewing all aspects of the Respiratory Therapy Program, basic themes emerge.

- 1) Strengths of the program continue to be a strong, dedicated faculty and support personnel. The Health Science technicians manage all the labs for the Health Professions and provide excellent support to all the programs. The faculty provides expertise in diverse areas of Respiratory Therapy allowing students excellent learning opportunities. The program secretary provides exceptional skills in record keeping and computer skills as well as organizational abilities to juggle all the facets of this position.
- 2) A comprehensive curriculum. This is proven by the high success and retention rates of students in spite of an increased enrollment. Graduates are receiving high passing scores on credentialing exams, and employers rate the students high in performance. (Appendices 7 and 16)
- 3) Recruitment and marketing strategies are increasing the visibility of the program and profession evidenced by the increased applicant pool and enrollment numbers.
- 4) The lab facilities and equipment are adequate to support the curriculum. However, it is an ongoing process to provide appropriate equipment in the lab to keep up with industry advances. With the technological advances made with the simulation manikins, this has greatly enhanced the assessment skills instruction of students.
- 5) The HP computer lab continues to strengthen the curriculum with newer and more sophisticated software programs.
- 6) VTEA and grant monies have allowed the program to purchase state-of-the-art equipment. However, due to the economic situation at the federal level, VTEA funds and other grant monies may be more difficult to acquire.
- 7) A strong commitment to community outreach. Involvement is evidenced by the wide variety of organizations faculty and students participate in.

Areas that need to be strengthened are:

- 1) Improve the full time to part time faculty ratio.
- 2) Classroom availability (both lab and lecture classrooms)
- 3) More storage space until the new Health Professions building is built
- 4) Director of Clinical Education position needs administrative support in order to carry out the duties outlined in the job description. (See EMP Activity #4 and DCE Job Description, Appendices 1 and 19).

The reputation of our program is well respected locally and nationwide. We are dedicated to providing a strong program to meet the future with excellence.

SECTION 8 – CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the following are recommendations of the Respiratory Therapy faculty:

1. The needs of the program support adding an additional full time faculty position. Increases in enrollment and the difficulty in finding sufficient qualified part time faculty are evident from the information presented in this report which supports hiring another full time faculty member. (Advisory Committee, EMP)
2. Funds to provide state-of-the-art equipment need to continue to be available to meet the needs of a changing profession. Acquisition of grant funding could play a major role. (EMP, VTEA report)
3. Developing new courses and revising current courses to meet the needs of the profession continue to be an on-going process. Adding a new credentialing exam review course is a curricular change that will be proposed soon. This course is offered this Spring as a 299 and is targeted to both students and community RT's who will be taking their registry exams soon. (EMP, RT Accreditation Report, Advisory Committee)
4. Actively recruit qualified part time faculty so there is an active pool of instructors available to teach courses on short notice. Seek increased pay or professional benefits (conference attendance) for part time faculty. (EMP)
5. Plan for the equipment and instructional needs of the current program and for the new Health Professions building. (EMP, VTEA report, Advisory Committee)
6. Support the role of the Director of Clinical Education to strengthen and broaden the local educational partnerships with hospitals and clinics and ensure parallelism between student clinical experiences. (EMP)
7. Provide support for faculty attendance and participation at professional conferences and seminars. (EMP, VTEA report)
8. Continue marketing and recruitment strategies to attract qualified applicants and enhance visibility of the program to the community, high schools and middle schools. Continue informational meetings for prospective students. (EMP, VTEA reports)
9. Provide tutoring services to students for improving student success. (EMP, VTEA report)
10. Continue to assess and fine-tune SLO's for each course. (GC Accreditation Requirement)
11. Work with Counseling and Articulation departments to pursue a 2+2 Bachelor's degree with local universities.

APPENDICES

EDUCATIONAL MASTER PLAN

PROGRAM REVIEW COMMITTEE RECOMMENDATIONS

CATALOGY DESCRIPTIONS

COURSE STATUS/COURSE OUTLINES

GRADE DISTRIBUTION SUMMARY

STUDENT SURVEY RESULTS

STATISTICAL DATA: OUTCOMES PROFILES

EFFICIENCY REPORT

DEGREES AWARDED

FACULTY PROFESSIONAL DEVELOPMENT

DEPARTMENT EQUIVALENCIES

SUBJECT WSCH ANALYSIS REPORT

FISCAL YEAR FTES ANALYSIS

FISCAL DATA: OUTACOMES PROFILE

LIBRARY RESOURCES

**ACCREDITATION ANNUAL REPORT – NBRC ANNUAL, SCHOOL SUMMARY
REPORTS**

VTEA REPORT 2008-2009, 2008 REPORT TO LOCAL PLANNING TEAM

ADVISORY MEETING MINUTES

**JOB DESCRIPTIONS – PROGRAM DIRECTOR AND DIRECTOR OF CLINICAL
EDUCATION**

JOB OUTLOOK -CALIFORNIA

APPENDIX 1

**Department/Program Educational Master Plan
Activity Proposal
2008-2009**

Department/Program: Respiratory Therapy

****Complete one form for each activity that your department/program has identified as essential to continuing development and strengthening of your department/programs and/or to effectively serve students.****

1. Title of Activity	Department Priority #
Recruit and hire an additional full time faculty member to meet increased enrollment needs	1

2. Is there a review process for your area? check which applies

- Instructional Program Review
- Student Services Program Review
- Discipline Specific process (i.e. Nursing, required by grant)
- Other (please specify) _____

3. If so, is there a recommendation from your review process that supports this activity?

- Yes No **If so, please list the recommendation below.**

Currently, the Respiratory Therapy Program is under review. The last review was 2001 and since that time, the enrollment of the program has almost doubled. The RT program reviews Program Resources annually and this information is submitted to the accrediting body (Committee of Accreditation for Respiratory Care - CoARC). The RT program also receives recommendations from the Advisory Committee.

4. Brief Description of Activity / Reason for / Justification - In the space provided, please type in a brief description of the activity as well as the reason you are pursuing the activity. **Keep it simple!** The main purpose of planning is to focus on a set of goals for the next academic year that are realistic and feasible.

With added sections to meet the increased enrollment demands, more adjuncts are required. It has been extremely difficult to find enough qualified adjunct instructors in the Respiratory Therapy field. Adding an additional full time position would help in meeting the need of filling sections with dedicated instructors. Teaching overloads would decrease. More full time faculty would be available to serve on campus committees. Currently, there are 20 adjunct and 3 full time faculty.

5. Potential Benefit to Institutional Development – Briefly describe how this activity will contribute to overall college growth and service to our students.

With another full time faculty member, students would have another faculty member available for their questions during office hours. Adjunct instructors do not hold office hours. Also, another full time faculty member would be available to serve on campus/district committees.

6. Potential Benefit on Program Development - Briefly describe how this activity will contribute to your department/program's growth and service to our students.

With four full time faculty members, the RT program would have the benefit of another instructor's expertise in curriculum development, clinical training curriculum and accreditation and college/district reports.

7. What Grossmont College Strategic Plan goal(s) does this activity address? Place an x in the Yes box if a Strategic Plan goal is applicable

Strategic Plan Goal	Yes
Instruction and support services to assist students in reaching their educational goals	X
Play a role in the educational, cultural, and economic life of East County and San Diego region	X
Responsible, ethical, effective, and efficient use of fiscal resources	X
Recruit, hire, develop, retain, and support outstanding and diverse faculty and staff	X
Design and maintain a physical infrastructure that meets the needs of the college	
Provide students and employees with engaging and rewarding campus life and environment	

8. Additional support or resources needed: Please indicate what other support and/or resources will be needed to achieve this activity. Please check and fill out the appropriate spaces or forms for all that apply to this activity.

Curriculum development (contact Instructional Operations at x7154 for assistance)

Staff Development (please specify)

Support Services (please specify)

Marketing (please specify)

Advertising to attract qualified candidates.

Equipment or Technology (please complete and attach an Equipment and Technology Request form)

Staffing (please complete and attach the appropriate Staffing Request form)

Facilities (please complete and attach a Facilities Request form)

**Department/Program Educational Master Plan
Activity Proposal
2008-2009**

Department/Program: Respiratory Therapy

****Complete one form for each activity that your department/program has identified as essential to continuing development and strengthening of your department/programs and/or to effectively serve students.****

1. Title of Activity	Department Priority #
Actively recruit qualified adjunct faculty. Seek increased pay or professional benefits for adjunct faculty.	2

2. Is there a review process for your area? check which applies

- Instructional Program Review
- Student Services Program Review
- Discipline Specific process (i.e. Nursing, required by grant)
- Other (please specify) _____

3. If so, is there a recommendation from your review process that supports this activity?

- Yes No **If so, please list the recommendation below.**

Currently, the department is in the process of Program Review. The last Program Review was 2001. There is an annual accreditation report that reviews Program Resources. The RT program also receives recommendations from the Advisory Committee.

4. Brief Description of Activity / Reason for / Justification - In the space provided, please type in a brief description of the activity as well as the reason you are pursuing the activity. **Keep it simple!** The main purpose of planning is to focus on a set of goals for the next academic year that are realistic and feasible.

Obtaining an adequate pool of qualified instructors is vital to the success of the program. Added incentives to teach (stipends for conference attendance, improved benefits for adjunct faculty, increased salary for Healthcare Professionals, etc.) may increase faculty retention and improve faculty recruitment.

5. Potential Benefit to Institutional Development – Briefly describe how this activity will contribute to overall college growth and service to our students.

Stability of faculty improves parallelism among similar sections being taught by more than one instructor. It also improves loyalty to the program and college.

6. Potential Benefit on Program Development - Briefly describe how this activity will contribute to your **department/program's** growth and service to our students.

Stability of faculty improves involvement in curricular development and revising. Instructor's input is valued. Parallelism among instructors teaching the same sections improves and strengthens the course content (curriculum). Students are receiving the same course content regardless of the instructor. The instructors know the goals and standards of the RT program.

7. What Grossmont College Strategic Plan goal(s) does this activity address? *Place an x in the Yes box if a Strategic Plan goal is applicable*

Strategic Plan Goal	Yes
Instruction and support services to assist students in reaching their educational goals	X
Play a role in the educational, cultural, and economic life of East County and San Diego region	X
Responsible, ethical, effective, and efficient use of fiscal resources	X
Recruit, hire, develop, retain, and support outstanding and diverse faculty and staff	X
Design and maintain a physical infrastructure that meets the needs of the college	
Provide students and employees with engaging and rewarding campus life and environment	

8. Additional support or resources needed: Please indicate what other support and/or resources will be needed to achieve this activity. **Please check and fill out the appropriate spaces or forms for all that apply to this activity.**

Curriculum development (contact Instructional Operations at x7154 for assistance)

Staff Development (please specify)

Provide funds for all faculty to attend conferences/seminars benefiting the RT program.

Support Services (please specify)

Marketing (please specify)

Recruit qualified adjunct instructors.

Equipment or Technology (please complete and attach an Equipment and Technology Request form)

Staffing (please complete and attach the appropriate Staffing Request form)

Facilities (please complete and attach a Facilities Request form)

**Department/Program Educational Master Plan
Activity Proposal
2008-2009**

Department/Program: Respiratory Therapy

****Complete one form for each activity that your department/program has identified as essential to continuing development and strengthening of your department/programs and/or to effectively serve students.****

1. Title of Activity	Department Priority #
Plan for the equipment and instructional needs of the current program and the new Health Professions building.	3

2. Is there a review process for your area? check which applies

- Instructional Program Review
- Student Services Program Review
- Discipline Specific process (i.e. Nursing, required by grant)
- Other (please specify) _____

3. If so, is there a recommendation from your review process that supports this activity?

- Yes No **If so, please list the recommendation below.**

The RT program is currently under review for the Program Review process. Annually, the RT program submits a report to the accrediting body (CoARC) which includes data and analysis from a Program Resources survey. The RT program also receives recommendations from the Advisory Committee.

4. Brief Description of Activity / Reason for / Justification - In the space provided, please type in a brief description of the activity as well as the reason you are pursuing the activity. **Keep it simple!** The main purpose of planning is to focus on a set of goals for the next academic year that are realistic and feasible.

A comprehensive inventory of equipment and projections for future needs are essential to proper planning and purchasing of equipment, software and other program needs.

5. Potential Benefit to Institutional Development – Briefly describe how this activity will contribute to overall college growth and service to our students.

State-of-the-art equipment and instructional materials (i.e. software) are essential to maintaining excellence in the Respiratory Therapy Program and providing a superior RT program to our community.

6. **Potential Benefit on Program Development** - Briefly describe how this activity will contribute to your department/program's growth and service to our students.

Providing state-of-the-art equipment and instructional technologies are essential to support the needs of the program at every level.

7. **What Grossmont College Strategic Plan goal(s) does this activity address?** Place an **X** in the Yes box if a Strategic Plan goal is applicable

Strategic Plan Goal	Yes
Instruction and support services to assist students in reaching their educational goals	X
Play a role in the educational, cultural, and economic life of East County and San Diego region	X
Responsible, ethical, effective, and efficient use of fiscal resources	X
Recruit, hire, develop, retain, and support outstanding and diverse faculty and staff	
Design and maintain a physical infrastructure that meets the needs of the college	X
Provide students and employees with engaging and rewarding campus life and environment	X

8. **Additional support or resources needed:** Please indicate what other support and/or resources will be needed to achieve this activity. **Please check and fill out the appropriate spaces or forms for all that apply to this activity.**

Curriculum development (contact Instructional Operations at x7154 for assistance)

Staff Development (please specify)

Support Services (please specify)

Marketing (please specify)

Equipment or Technology (please complete and attach an Equipment and Technology Request form)

Staffing (please complete and attach the appropriate Staffing Request form)

Facilities (please complete and attach a Facilities Request form)

**Department/Program Educational Master Plan
Activity Proposal
2008-2009**

Department/Program: Respiratory Therapy

****Complete one form for each activity that your department/program has identified as essential to continuing development and strengthening of your department/programs and/or to effectively serve students.****

1. Title of Activity	Department Priority #
Support the role of the Director of Clinical Education (as mandated by the accrediting body) to strengthen and broaden the local educational partnerships with hospitals and clinics and ensure parallelism among student experiences.	4

2. Is there a review process for your area? check which applies

- Instructional Program Review
- Student Services Program Review
- Discipline Specific process (i.e. Nursing, required by grant)
- Other (please specify) _____

3. If so, is there a recommendation from your review process that supports this activity?

- Yes No **If so, please list the recommendation below.**

The Respiratory Therapy program is currently under review with the last review in 2001. The accrediting body, Committee on Accreditation for Respiratory Care, requires an annual report and a self study which examines the roles of the faculty.

4. Brief Description of Activity / Reason for / Justification - In the space provided, please type in a brief description of the activity as well as the reason you are pursuing the activity. **Keep it simple!** The main purpose of planning is to focus on a set of goals for the next academic year that are realistic and feasible.

The accrediting body, Committee on Accreditation for Respiratory Care, requires a full time faculty member other than the Program Director be designated the Director of Clinical Education.

5. Potential Benefit to Institutional Development – Briefly describe how this activity will contribute to overall college growth and service to our students.

The Director of Clinical Education needs to be given adequate reassigned time to perform his/her duties as outlined in the accreditation's report job description. With defined job descriptions for the Program Director and Director of Clinical Education, the administrative responsibilities of the program are shared and strengthen the program.

6. Potential Benefit on Program Development - Briefly describe how this activity will contribute to your **department/program's** growth and service to our students.

The Director of Clinical Education (DCE) needs to be given adequate reassigned time to perform his/her duties as outlined in the accreditation's report job description. With defined job descriptions for the Program Director and Director of Clinical Education, the administrative responsibilities of the program are shared and strengthen the program. The DCE should be able to contribute curricular improvements for clinical training.

7. What Grossmont College Strategic Plan goal(s) does this activity address? Place an **x** in the Yes box if a Strategic Plan goal is applicable

Strategic Plan Goal	Yes
Instruction and support services to assist students in reaching their educational goals	X
Play a role in the educational, cultural, and economic life of East County and San Diego region	
Responsible, ethical, effective, and efficient use of fiscal resources	X
Recruit, hire, develop, retain, and support outstanding and diverse faculty and staff	X
Design and maintain a physical infrastructure that meets the needs of the college	
Provide students and employees with engaging and rewarding campus life and environment	

8. Additional support or resources needed: Please indicate what other support and/or resources will be needed to achieve this activity. **Please check and fill out the appropriate spaces or forms for all that apply to this activity.**

Curriculum development (contact Instructional Operations at x7154 for assistance)

Staff Development (please specify)

Support Services (please specify)

Marketing (please specify)

Equipment or Technology (please complete and attach an Equipment and Technology Request form)

Staffing (please complete and attach the appropriate Staffing Request form)

Facilities (please complete and attach a Facilities Request form)

**Department/Program Educational Master Plan
Activity Proposal
2008-2009**

Department/Program: Respiratory Therapy

****Complete one form for each activity that your department/program has identified as essential to continuing development and strengthening of your department/programs and/or to effectively serve students.****

1. Title of Activity	Department Priority #
Develop stronger relationships/partnerships with area hospitals with the objective of outlining the goals and objectives of the RT program.	5

2. Is there a review process for your area? check which applies

- Instructional Program Review
- Student Services Program Review
- Discipline Specific process (i.e. Nursing, required by grant)
- Other (please specify) _____

3. If so, is there a recommendation from your review process that supports this activity?

- Yes No **If so, please list the recommendation below.**

The RT program is currently under the Program Review process. The RT Advisory Committee supports Activity #5.

4. Brief Description of Activity / Reason for / Justification - In the space provided, please type in a brief description of the activity as well as the reason you are pursuing the activity. **Keep it simple!** The main purpose of planning is to focus on a set of goals for the next academic year that are realistic and feasible.

With 4 RT schools in San Diego (3 proprietary schools), it is imperative to form strong and ongoing relationships with hospital managers to ensure clinical affiliate sites. Informing the managers of our program goals and objectives and educational philosophy will reinforce the program's striving for educational excellence and their participation in the educational process.

5. Potential Benefit to Institutional Development – Briefly describe how this activity will contribute to overall college growth and service to our students.

The Respiratory Therapy Program will serve as a leading institution in East County for preparing students for entry-level employment. The Respiratory Therapy Program is the only public program in San Diego and Imperial Counties. Continuing to provide excellence in instruction through clinical training will reinforce to the community the caliber of our students and program.

6. Potential Benefit on Program Development - Briefly describe how this activity will contribute to your **department/program's** growth and service to our students.

Continuing to provide excellence in instruction through clinical training and partnerships with area hospitals will reinforce to the community, college and students the caliber of our program. Having diverse clinical training affiliates provides a broad clinical experience to our students reinforcing the didactic curriculum.

7. What Grossmont College Strategic Plan goal(s) does this activity address? *Place an **x** in the Yes box if a Strategic Plan goal is applicable*

Strategic Plan Goal	Yes
Instruction and support services to assist students in reaching their educational goals	X
Play a role in the educational, cultural, and economic life of East County and San Diego region	X
Responsible, ethical, effective, and efficient use of fiscal resources	
Recruit, hire, develop, retain, and support outstanding and diverse faculty and staff	
Design and maintain a physical infrastructure that meets the needs of the college	
Provide students and employees with engaging and rewarding campus life and environment	

8. Additional support or resources needed: Please indicate what other support and/or resources will be needed to achieve this activity. **Please check and fill out the appropriate spaces or forms for all that apply to this activity.**

Curriculum development (contact Instructional Operations at x7154 for assistance)

Staff Development (please specify)

Support Services (please specify)

Marketing (please specify)

Provide materials and a meeting/luncheon to showcase our RT program and strengthen partnerships with the San Diego area hospitals.

Equipment or Technology (please complete and attach an Equipment and Technology Request form)

Staffing (please complete and attach the appropriate Staffing Request form)

Facilities (please complete and attach a Facilities Request form)

**Department/Program Educational Master Plan
Activity Proposal
2008-2009**

Department/Program: Respiratory Therapy

****Complete one form for each activity that your department/program has identified as essential to continuing development and strengthening of your department/programs and/or to effectively serve students.****

1. Title of Activity	Department Priority #
Increase the number of graduates attempting and passing the registry exams as required by the accrediting body.	6

2. Is there a review process for your area? check which applies

- Instructional Program Review
- Student Services Program Review
- Discipline Specific process (i.e. Nursing, required by grant)
- Other (please specify) _____

3. If so, is there a recommendation from your review process that supports this activity?

- Yes** **No** **If so, please list the recommendation below.**

The Committee on Accreditation for Respiratory Care (CoARC) requires as a program evaluation that 50% of graduating students become registered within one year of graduation. CoARC will accept results from the Self Assessment Exam (SAE) in lieu of the registry exams. 80% of the second year students have to pass this exam to meet the threshold.

4. Brief Description of Activity / Reason for / Justification - In the space provided, please type in a brief description of the activity as well as the reason you are pursuing the activity. Keep it simple! The main purpose of planning is to focus on a set of goals for the next academic year that are realistic and feasible.

CoARC requires that 50% of the graduating class become registered within one year of graduation. If not, the RT program is not in compliance of this program evaluation criteria. A SAE exam can be given prior to graduation to evaluate this criteria. 80% of the class has to pass this test.

5. Potential Benefit to Institutional Development – Briefly describe how this activity will contribute to overall college growth and service to our students.

The RT program needs to be in compliance with critical evaluation criteria set forth by CoARC in order to keep the program accredited.

6. Potential Benefit on Program Development - Briefly describe how this activity will contribute to your **department/program's** growth and service to our students.

The RT program needs to be in compliance with critical evaluation criteria set forth by CoARC in order to keep the program accredited.

7. What Grossmont College Strategic Plan goal(s) does this activity address? Place an **X** in the Yes box if a Strategic Plan goal is applicable

Strategic Plan Goal	Yes
Instruction and support services to assist students in reaching their educational goals	X
Play a role in the educational, cultural, and economic life of East County and San Diego region	X
Responsible, ethical, effective, and efficient use of fiscal resources	X
Recruit, hire, develop, retain, and support outstanding and diverse faculty and staff	
Design and maintain a physical infrastructure that meets the needs of the college	
Provide students and employees with engaging and rewarding campus life and environment	

8. Additional support or resources needed: Please indicate what other support and/or resources will be needed to achieve this activity. **Please check and fill out the appropriate spaces or forms for all that apply to this activity.**

Curriculum development (contact Instructional Operations at x7154 for assistance)

Staff Development (please specify)

Support Services (please specify)

Marketing (please specify)

Equipment or Technology (please complete and attach an Equipment and Technology Request form)

Staffing (please complete and attach the appropriate Staffing Request form)

Facilities (please complete and attach a Facilities Request form)

**Department/Program Educational Master Plan
Activity Proposal
2008-2009**

Department/Program: Respiratory Therapy

****Complete one form for each activity that your department/program has identified as essential to continuing development and strengthening of your department/programs and/or to effectively serve students.****

1. Title of Activity	Department Priority #
Provide support for faculty attendance and participation at professional conferences and seminars.	7

2. Is there a review process for your area? check which applies

- Instructional Program Review
- Student Services Program Review
- Discipline Specific process (i.e. Nursing, required by grant)
- Other (please specify) _____

3. If so, is there a recommendation from your review process that supports this activity?

- Yes No **If so, please list the recommendation below.**

Currently, the Respiratory Therapy Program is in the Program Review process. An annual accreditation report supports professional development of faculty.

4. Brief Description of Activity / Reason for / Justification - In the space provided, please type in a brief description of the activity as well as the reason you are pursuing the activity. **Keep it simple!** The main purpose of planning is to focus on a set of goals for the next academic year that are realistic and feasible.

The Respiratory Therapy profession is a dynamic field. New technologies emerge in the industry continually. Strategies to treat patients change with new technology. Faculty need to keep up-to-date with these strategies and technologies and bring these into the classroom.

5. Potential Benefit to Institutional Development – Briefly describe how this activity will contribute to overall college growth and service to our students.

Grossmont College and the RT program will design and implement staff development plans that provide for maintaining currency, developing new skills and linking collegewide efforts to better serve student needs.

6. Potential Benefit on Program Development - Briefly describe how this activity will contribute to your department/program's growth and service to our students.

Grossmont College and the RT program will design and implement staff development plans that provide for maintaining currency, developing new skills and linking collegewide efforts to better serve our student's needs.

7. What Grossmont College Strategic Plan goal(s) does this activity address? Place an x in the Yes box if a Strategic Plan goal is applicable

Strategic Plan Goal	Yes
Instruction and support services to assist students in reaching their educational goals	X
Play a role in the educational, cultural, and economic life of East County and San Diego region	X
Responsible, ethical, effective, and efficient use of fiscal resources	X
Recruit, hire, develop, retain, and support outstanding and diverse faculty and staff	X
Design and maintain a physical infrastructure that meets the needs of the college	
Provide students and employees with engaging and rewarding campus life and environment	

8. Additional support or resources needed: Please indicate what other support and/or resources will be needed to achieve this activity. **Please check and fill out the appropriate spaces or forms for all that apply to this activity.**

Curriculum development (contact Instructional Operations at x7154 for assistance)

Staff Development (please specify)

Provide funds to support staff development plans for the Respiratory Therapy faculty.

Support Services (please specify)

Marketing (please specify)

Equipment or Technology (please complete and attach an Equipment and Technology Request form)

Staffing (please complete and attach the appropriate Staffing Request form)

Facilities (please complete and attach a Facilities Request form)

**Department/Program Educational Master Plan
Activity Proposal
2008-2009**

Department/Program: Respiratory Therapy

****Complete one form for each activity that your department/program has identified as essential to continuing development and strengthening of your department/programs and/or to effectively serve students.****

1. Title of Activity	Department Priority #
Review and revise curriculum as needed to reflect the standards and scope of practice as outlined by CoARC, NBRC and RCB.	8

2. Is there a review process for your area? check which applies

- Instructional Program Review
- Student Services Program Review
- Discipline Specific process (i.e. Nursing, required by grant)
- Other (please specify) _____

3. If so, is there a recommendation from your review process that supports this activity?

- Yes No **If so, please list the recommendation below.**

Currently, the RT program is under the Program Review process. An annual accreditation report reviews the program on a yearly basis.

4. Brief Description of Activity / Reason for / Justification - In the space provided, please type in a brief description of the activity as well as the reason you are pursuing the activity. **Keep it simple!** The main purpose of planning is to focus on a set of goals for the next academic year that are realistic and feasible.

Reviewing and revising curriculum is an ongoing process.

5. Potential Benefit to Institutional Development – Briefly describe how this activity will contribute to overall college growth and service to our students.

Reviewing and revising the curriculum to meet the profession's standards are fundamental to the survival of the program and the succes of our graduates.

6. **Potential Benefit on Program Development** - Briefly describe how this activity will contribute to your **department/program's** growth and service to our students.

Reviewing and revising the curriculum to meet the profession's standards are fundamental to the survival of the program and the success of our graduates.

7. **What Grossmont College Strategic Plan goal(s) does this activity address?** *Place an x in the Yes box if a Strategic Plan goal is applicable*

Strategic Plan Goal	Yes
Instruction and support services to assist students in reaching their educational goals	X
Play a role in the educational, cultural, and economic life of East County and San Diego region	X
Responsible, ethical, effective, and efficient use of fiscal resources	X
Recruit, hire, develop, retain, and support outstanding and diverse faculty and staff	
Design and maintain a physical infrastructure that meets the needs of the college	
Provide students and employees with engaging and rewarding campus life and environment	

8. **Additional support or resources needed:** Please indicate what other support and/or resources will be needed to achieve this activity. **Please check and fill out the appropriate spaces or forms for all that apply to this activity.**

Curriculum development (contact Instructional Operations at x7154 for assistance)

Staff Development (please specify)

Staff development activities can be used to review and revise curriculum.

Support Services (please specify)

Marketing (please specify)

Equipment or Technology (please complete and attach an Equipment and Technology Request form)

Staffing (please complete and attach the appropriate Staffing Request form)

Facilities (please complete and attach a Facilities Request form)

**Department/Program Educational Master Plan
Activity Proposal
2008-2009**

Department/Program: Respiratory Therapy

****Complete one form for each activity that your department/program has identified as essential to continuing development and strengthening of your department/programs and/or to effectively serve students.****

1. Title of Activity	Department Priority #
Continue marketing/recruitment strategies to attract qualified applicants and enhance the visibility of the program to the community, high schools and middleschools helping to meet workforce shortages.	9

2. Is there a review process for your area? check which applies

- Instructional Program Review
- Student Services Program Review
- Discipline Specific process (i.e. Nursing, required by grant)
- Other (please specify) _____

3. If so, is there a recommendation from your review process that supports this activity?

- Yes No **If so, please list the recommendation below.**

Currently, the RT program is in the process of Program Review. An annual accreditation report reviews various aspects of the Program. The RT Advisory Committee also makes recommendations.

4. Brief Description of Activity / Reason for / Justification - In the space provided, please type in a brief description of the activity as well as the reason you are pursuing the activity. **Keep it simple!** The main purpose of planning is to focus on a set of goals for the next academic year that are realistic and feasible.

Although increased applicants have increased enrollments, marketing and recruitment strategies need to continue to help meet ongoing workforce shortages.

5. Potential Benefit to Institutional Development – Briefly describe how this activity will contribute to overall college growth and service to our students.

Increasing enrollments have improved workforce shortages and helped to meet community needs.

6. **Potential Benefit on Program Development** - Briefly describe how this activity will contribute to your department/program's growth and service to our students.

Increased enrollments have increased FTES making the costs of the program decrease per student. Increased enrollments have also taken the RT program off the "endangered species" list.

7. **What Grossmont College Strategic Plan goal(s) does this activity address?** Place an *x* in the Yes box if a Strategic Plan goal is applicable

Strategic Plan Goal	Yes
Instruction and support services to assist students in reaching their educational goals	X
Play a role in the educational, cultural, and economic life of East County and San Diego region	X
Responsible, ethical, effective, and efficient use of fiscal resources	X
Recruit, hire, develop, retain, and support outstanding and diverse faculty and staff	
Design and maintain a physical infrastructure that meets the needs of the college	
Provide students and employees with engaging and rewarding campus life and environment	

8. **Additional support or resources needed:** Please indicate what other support and/or resources will be needed to achieve this activity. **Please check and fill out the appropriate spaces or forms for all that apply to this activity.**

Curriculum development (contact Instructional Operations at x7154 for assistance)

Staff Development (please specify)

Support Services (please specify)

Marketing (please specify)

Continue to use creative marketing and recruitment strategies to keep enrollments high (i.e. brochures, career fairs, health fairs, advertising)

Equipment or Technology (please complete and attach an Equipment and Technology Request form)

Staffing (please complete and attach the appropriate Staffing Request form)

Facilities (please complete and attach a Facilities Request form)

**Department/Program Educational Master Plan
Activity Proposal
2008-2009**

Department/Program: Respiratory Therapy

****Complete one form for each activity that your department/program has identified as essential to continuing development and strengthening of your department/programs and/or to effectively serve students.****

1. Title of Activity	Department Priority #
Provide tutoring services to students for improving student success.	10

2. Is there a review process for your area? check which applies

- Instructional Program Review
- Student Services Program Review
- Discipline Specific process (i.e. Nursing, required by grant)
- Other (please specify) _____

3. If so, is there a recommendation from your review process that supports this activity?

- Yes No If so, please list the recommendation below.

Currently, the Respiratory Therapy program is in the Program Review process. An annual report is submitted yearly to the accrediting body reviewing various Program Resources.

4. Brief Description of Activity / Reason for / Justification - In the space provided, please type in a brief description of the activity as well as the reason you are pursuing the activity. **Keep it simple!** The main purpose of planning is to focus on a set of goals for the next academic year that are realistic and feasible.

Tutoring services specific to Respiratory Therapy students have improved their success.

5. Potential Benefit to Institutional Development – Briefly describe how this activity will contribute to overall college growth and service to our students.

Improved student success helps students meet their career goals, helps the program meet its goals which ultimately, helps the college meet its goals (Goal 1: Grossmont College will provide comprehensive instruction and student support services that encourage and enable all students to specify and reach their educational or career goals in a reasonable amount of time.).

6. Potential Benefit on Program Development - Briefly describe how this activity will contribute to your department/program's growth and service to our students.

Tutoring services improve student success which meets program goals.

7. What Grossmont College Strategic Plan goal(s) does this activity address? Place an x in the Yes box if a Strategic Plan goal is applicable

Strategic Plan Goal	Yes
Instruction and support services to assist students in reaching their educational goals	X
Play a role in the educational, cultural, and economic life of East County and San Diego region	X
Responsible, ethical, effective, and efficient use of fiscal resources	X
Recruit, hire, develop, retain, and support outstanding and diverse faculty and staff	
Design and maintain a physical infrastructure that meets the needs of the college	
Provide students and employees with engaging and rewarding campus life and environment	

8. Additional support or resources needed: Please indicate what other support and/or resources will be needed to achieve this activity. **Please check and fill out the appropriate spaces or forms for all that apply to this activity.**

Curriculum development (contact Instructional Operations at x7154 for assistance)

Staff Development (please specify)

Support Services (please specify)

Provide funds for tutoring of Respiratory Therapy students and supporting the HealthProfessions computer lab.

Marketing (please specify)

Equipment or Technology (please complete and attach an Equipment and Technology Request form)

Staffing (please complete and attach the appropriate Staffing Request form)

Facilities (please complete and attach a Facilities Request form)

Faculty Staffing Request Form

Instructions for completing form: Click on shaded area.

Date Submitted **Respiratory Therapy**

Department or Program Area **Respiratory Therapy**

Dean or Manager **Fred Allen**

Key Code **1370605**

*Date this position was vacated
(Replacement Position Only)* **1995**

Date this position should be filled **Fall 2008 or Spring 2009**

* Fill out this form for each position requested and forward to the Dean or Manager

Procedure:

- Complete this request for each position required.
 1. The Department Chair or Coordinator completes questions 1-11.
 2. The Dean or Program Area Manager collaborates with the Department Chair or Supervisor and completes question 12.
 3. The Dean or Program Area Manager collaborates with all Department Chairs and Supervisors and determines a division-wide priority for each request.
- Submit the request to the Staffing Committee - email to beth.lebkuecher@gcccd.net by close of business, Friday, October 27, 2006.
- All responses must be size 12 font, bolded and 1000 characters or fewer per question. If documentation is needed, please submit through inter-office mail.

Questions:

1. ***Your department will be provided with WSCH data over a five year period (change in raw WSCH over time and % change in WSCH over time). Please analyze this data and describe any meaningful trends in WSCH, workload or student flow that supports your request for a faculty position.***

Change in WSCH over the past five years has been an additional 1753.5 with a % change of 114.65%. The number of instructor change has increased by 1.75. (Faculty Staffing WSCH Report) The trend began 3 years ago when the enrollment increased dramatically with incoming classes at 45 compared to previous enrollments of 20-25 students. Due to the shortage of Respiratory Therapists, this demand is projected to continue well into 2012. (California State Statistics)

2. ***How many full-time and part-time faculty positions do you have in your department?***

There are three full time faculty members and approximately 20 part time faculty members. Some of the lab and clinical classes are team-taught.

3. ***Are qualified part-time faculty in your department unavailable, seldom available, available, or highly available? Please explain.***

Part time faculty are seldom available to available. It is a constantly dynamic situation. All part time faculty are full time employees in hospitals whose workload demands vary dramatically throughout the year. Changes in faculty assignments occur up to the week before and sometimes the week of the semester beginning, as well as anytime during the semester due to their full time employment. Also, if any of the part time faculty work overtime at their hospital of employment, the pay far exceeds what the college offers to pay. The Nursing program has received additional funds to pay their part time faculty higher wages as an incentive, however, the other health professions have not been able to offer that to part time faculty. The dilemma of low wages for part time Healthcare faculty continues so our faculty pool varies dramatically.

4. ***Is this position a replacement for a position that was funded for the 06-07 academic year? If yes, please indicate the name of the individual.***

No

5. ***What is the history of faculty hiring in your department over the past ten years? Please indicate if there have been any funded positions during the past ten years, which have not been filled? Please explain.***

Up until 1995, the Respiratory Therapy program had four full time faculty. In 1996, one full time faculty member went on permanent disability leave and the position has never been replaced. In 2001, one full time faculty member was lost to Nursing, and in 2002, that replacement position was filled.

6. ***Does your department have full-time faculty who must, rather than choose to, perform extra pay assignments because of the lack of availability of part-time faculty, in order to maintain a program? If yes, please list the names of those faculty members and their extra pay assignments and justify.***

Lorenda Seibold-Phalan Fall 0.3575 Spring 0.3480

Rebecca Handley Fall 0.175 Spring 0.175

Barry Winn Fall 0.061 Currently, Barry Winn is on medical leave. His overload LED for Spring would be 0.004.

The justification for the overloads is that there are not available adjunct faculty to teach on campus. Most of our adjunct faculty teach clinical courses in the hospital one to two days a week. They do not have any other times available because of their full time employment in hospitals.

7. ***Will the program offerings in your department have to be reduced if a full-time faculty member is not hired? What classes and/or services will have to be eliminated? Please explain.***

No, the faculty members will continue to teach overload. We have been teaching overload to keep the required courses from being canceled due to lack of instructors.

8. ***Does Program Review Committee recommend that your department maintain, reduce or expand the number of full-time faculty in your department? Please attach documentation.***

Currently, the Respiratory Therapy Program is in review. From the last Program Review (2001), the RT program has undergone a tremendous change in student enrollment. Enrollments have increased from an average of 25 students to 45 entering students.

9. ***Does your most recent Educational Master Plan recommend that your department maintain, reduce or expand the number of full-time faculty in your department? Please attach documentation.***

Yes, the most recent Educational Master Plan asks for an additional full time faculty member be hired. It is Activity #1.

10. ***Is this position mandated by a licensing body which requires that specific numerical, health and safety, or professional qualification standards be maintained in order for the program to continue? Please attach document(s).***

Yes, the Committee for Accreditation for Respiratory Care (CoARC) governs the program's accreditation standards and requires that an adequate number of full time faculty be hired to support the goals of the program. It specifically states that a full time faculty member is the Program Director and a full time faculty member is the Director of Clinical Education. Also, the Respiratory Therapy Advisory Committee recommends hiring an additional full time faculty member.

11. Is this a currently recognized department that had only one full-time faculty position in the 06-07 academic year? Please explain.

No

12. What are your division/department's most compelling reasons for this request, emphasizing criteria not covered in questions 1 through 11 above? Please include a narrative to justify.

The enrollment has increased dramatically. Additional sections of RESP 108, 118, and 208 have been added to accommodate the increased enrollment. Additional clinical sites and clinical groups have been added to meet the increased needs. This has meant hiring a large number of new part time faculty (which is constantly changing). The number of part time faculty in the past 3 years has almost doubled. The full time to part time ratio has changed from 3:9 to 3:20. An additional instructor would help to sustain continuity of the program and take some of the increased teaching load from the other full time faculty.

- If your division or program area is requesting more than one position, please prioritize your requests numerically. (The division or program area should answer this question.)

Division-wide Priority # _____ of _____ (Total # of requests from Division)

APPENDIX 2

**RESPIRATORY THERAPY
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

The program review committee commends the department for:

1. Strong recruiting efforts at local middle and high schools and job fairs and successful work to increase diversity and student success.
2. Community programs and outreach including the Open Airways and Home Care projects and pursuing the contract with the Navy.
3. Leadership in initiating the acceptance of the College Level Exam Program (CLEP) at Grossmont College.
4. Responsiveness to advisory committee recommendations.

The committee offers the following recommendations:

1. Immediately replace one position lost to nursing.
2. Work to achieve better public education and marketing support from the college and district.
3. Improve the WSCH to FTEF ratio.
4. Expand scheduling of lecture and lab courses to maximize room usage and accessibility offering students options beyond traditional scheduling.
5. Implement preceptor program as recommended by advisory committees.
6. Increase collaboration with Lincoln High and Grossmont Union High School health occupations courses.
7. Update course outlines: RESP 122, 280, 290, 292.
8. Review in Spring 2004 to address recommendations.

Respiratory Therapy 

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTE	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
1994-95	249.95	1.08	185.82	79.26	\$4065	Review in Spring 2004
1995-96	271.05	.97	224.16	76.70	\$4147	
1996-97	224.16	.91	167.95	69.66	\$3308	
1997-98	212.69	.88	191.90	72.79	\$4881	
1998-99	186.26	.68	160.14	56.13	\$6343	

College President

Academic Program Review Chair

RESPIRATORY THERAPY

Program Review Committee

Recommendations, Fall 2001

Recommendations	Completed	In Progress	Not Completed	Comments
1. Immediately replace position lost to nursing.	X			
2. Work to achieve better public education and marketing support from the college and district.	X			
3. Improve the WSCH to FTEF ratio.		X		
4. Expand scheduling of lecture and lab courses to maximize room usage and accessibility offering students options beyond traditional scheduling.			X	Lack of evening clinical opportunities to complement evening lecture classes; campus space impaction during evening hours
5. Implement perceptorship program as recommended by advisory committees.			X	Lack of funding for additional sections; college reducing sections to meet assigned FTES target
6. Increase collaboration with Lincoln High and Grossmont Union High School health occupations courses.	X			
7. Update course outlines: RESP 122, 280, 290, 292.	X			
8. Review in Spring 2004 to address recommendations.		X		Review scheduled for an upcoming meeting of Program Review Committee

Program Review Update
Respiratory Therapy
March 2003

1. Respiratory Therapy Full time Position

In September, the Respiratory Therapy Program replaced the vacant full time faculty position with Rebecca Handley. Her teaching load includes lab and lecture classes on campus and also clinical training in the hospital. Her specialty areas are neonatal and pediatric respiratory care.

2. Recruitment / Marketing Strategies

Over the last eighteen months, there has been a major effort to increase the visibility of the program. Marketing strategies were recommended by Susan Herney as well as collaborative advertising campaigns with the Occupational Therapy Assistant Program to attract prospective students to our programs. Through classroom presentations, mailings, advertising, health fair and career fair participations on and off campus, and high school career day participations, the Respiratory Therapy applicant pool has doubled since 2001. The incoming class of students (Fall 2002) began at 26 which is almost twice the current second year class. Weekly information meetings allow prospective students to investigate Respiratory Therapy as a career choice. For those students attending an informational meeting, they can also job shadow a Respiratory Therapist for a morning at UCSD Medical Center. This has proven to be an excellent opportunity for prospective students to get a "real life" picture of the job responsibilities of a Respiratory Therapist. We are very grateful to UCSD Medical Center for offering this unique experience and supporting our program.

3. WSCH/FTEF

With the class size increasing, the WSCH/FTEF ratio is also improving.

- get data from Fred. Fall '02 (Spring '03)

4. Scheduling of Lecture/Lab Courses

Offering evening courses was discussed with the faculty and the recommendation is to keep the program a day program. This recommendation is due mainly from the perspective of the clinical training in the hospitals. The students have the greatest opportunity to experience physician interaction, medical procedures and initiate therapy changes during the morning and daytime hours. During the late afternoon and evening hours, very few physicians are available for student interaction (a required educational experience by our accreditation standards). Therefore, the program needs to remain a daytime program. Also, there has been a recent acquisition of a portable classroom for the Health Professions. This additional classroom space is allowing more flexibility of class times.

5. Preceptor Program

Investigation of additional clinical hours through a preceptorship program during January Intersession and Summer School is on hold until the state budget crisis is resolved. *- work to propose this in future.*

6. High School Collaboration

Elisabeth Hamel is the health occupations representative for West Hills High School. She attends various meetings to help establish linkages with the health professions at Grossmont College. Also, Natalie Ray has been contacted for leads about tech-prep possibilities. The Respiratory Care Board of California (licensing agency) has implemented a new program with high schools to promote Respiratory Therapy as a career choice. Every high school has been contacted by the RCB to provide materials and/or speakers for career days. I have gone to three local high schools and given presentations to students informing them about the profession and Grossmont College. The efforts by the RCB have provided avenues into local high schools that were not available before.

7. Course Outlines

Updating and deleting of course outlines need to be completed.

**Grossmont College
Respiratory Therapy Program
Follow-Up Report 11/04**

A follow-up report dealing with the WSCH/FTEF data was requested in Fall 2001 for Spring 2004. An extension was granted in Spring 2004 for the report to be prepared during school year 2004 – 2005.

Data was obtained for the last 8 years showing the WSCH/FTEF for Fall and Spring semesters. In analyzing the Fall semester data, it is clear that the WSCH/FTEF has declined since 1995. From 1995 to 1997, there was a dramatic decline compared to 1997 to 2003. 2002 had the lowest WSCH/FTEF numbers. This data also corresponds to the lowest graduating class of 14 students in 2002.

Fall data reflects the incoming first year's class enrollment. In the past three years, an increased effort of time and money was given to recruitment. The incoming class enrollment for this year, 2004 – 2005, was 42 students, double that of the second year's enrollment (19 students). Most of the health professions are experiencing significant shortages in the workforce and recruitment efforts are a priority with most hospitals. For the first time in many, many years, the RT program had 20 students on the waiting list for 2004 – 2005. The applicant pool continues to be strong, again, for next year's incoming class. National statistics predict shortages of up to 40% for Respiratory Therapists through 2010.

In conclusion, while the WSCH/FTEF has very slight variation for the Spring semesters, the WSCH/FTEF graph has a dramatic change reflecting variations in incoming class enrollments. With the increased applicant pool and enrollments, it is anticipated that the WSCH/FTEF will continue to increase.

RESPIRATORY THERAPY

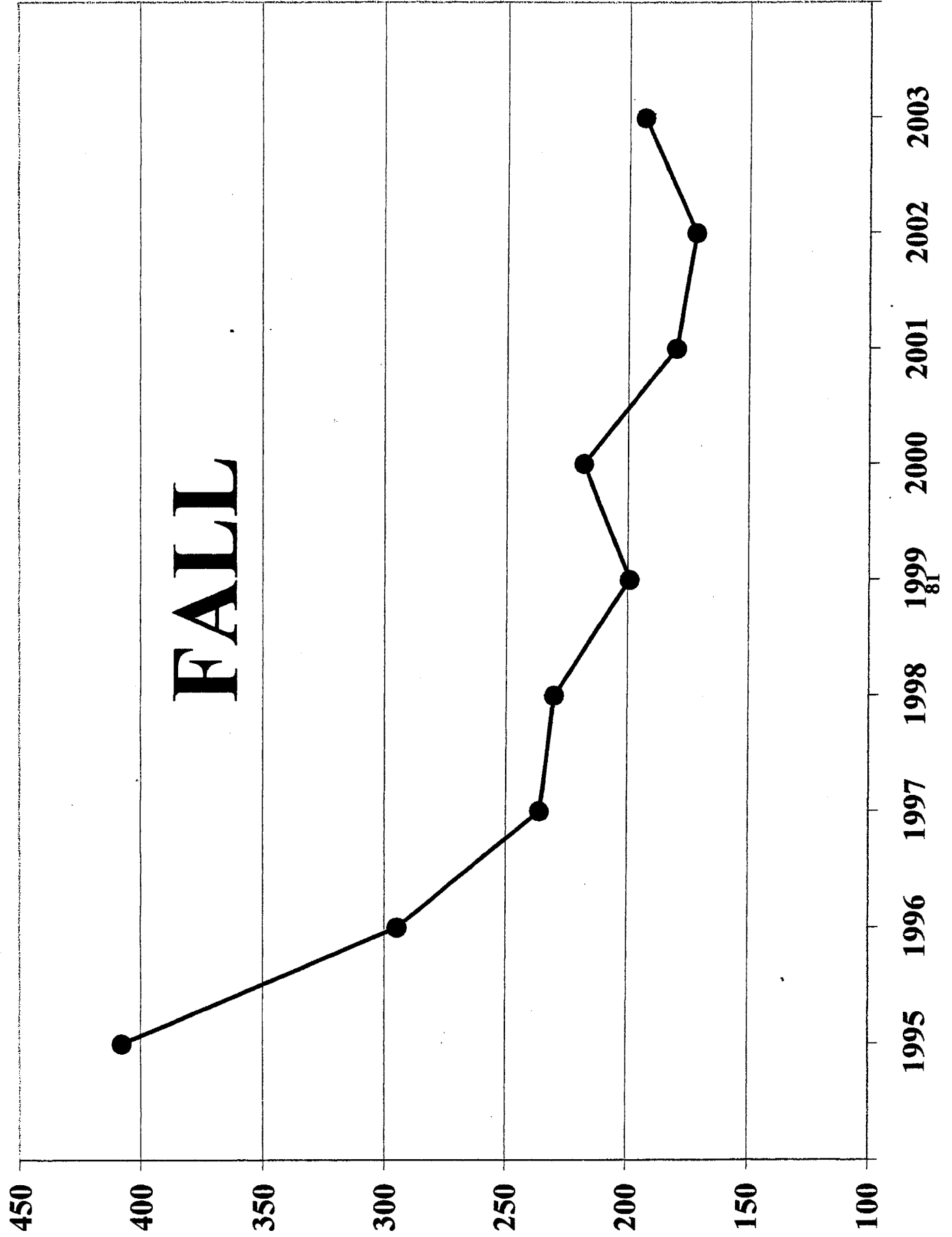
CENSUS

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTE	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
1994-95	244.27	102.66	210.57	85.29		
1995-96	407.58	108.84	185.82	79.26		
1996-97	294.79	97.36	207.30	76.70		
1997-98	236.17	93.00	167.95	69.66		
1998-99	230.33	90.70	191.90	75.79		
1999-2000	199.20	70.53	160.14	56.13		
2000-2001	218.30	70.98	159.36	53.70		
2001-2002	180.25	70.24	158.29	60.45		
2002-2003	172.34	66.95	149.75	50.94		
2003-2004	193.50	71.57	143.74	49.31		

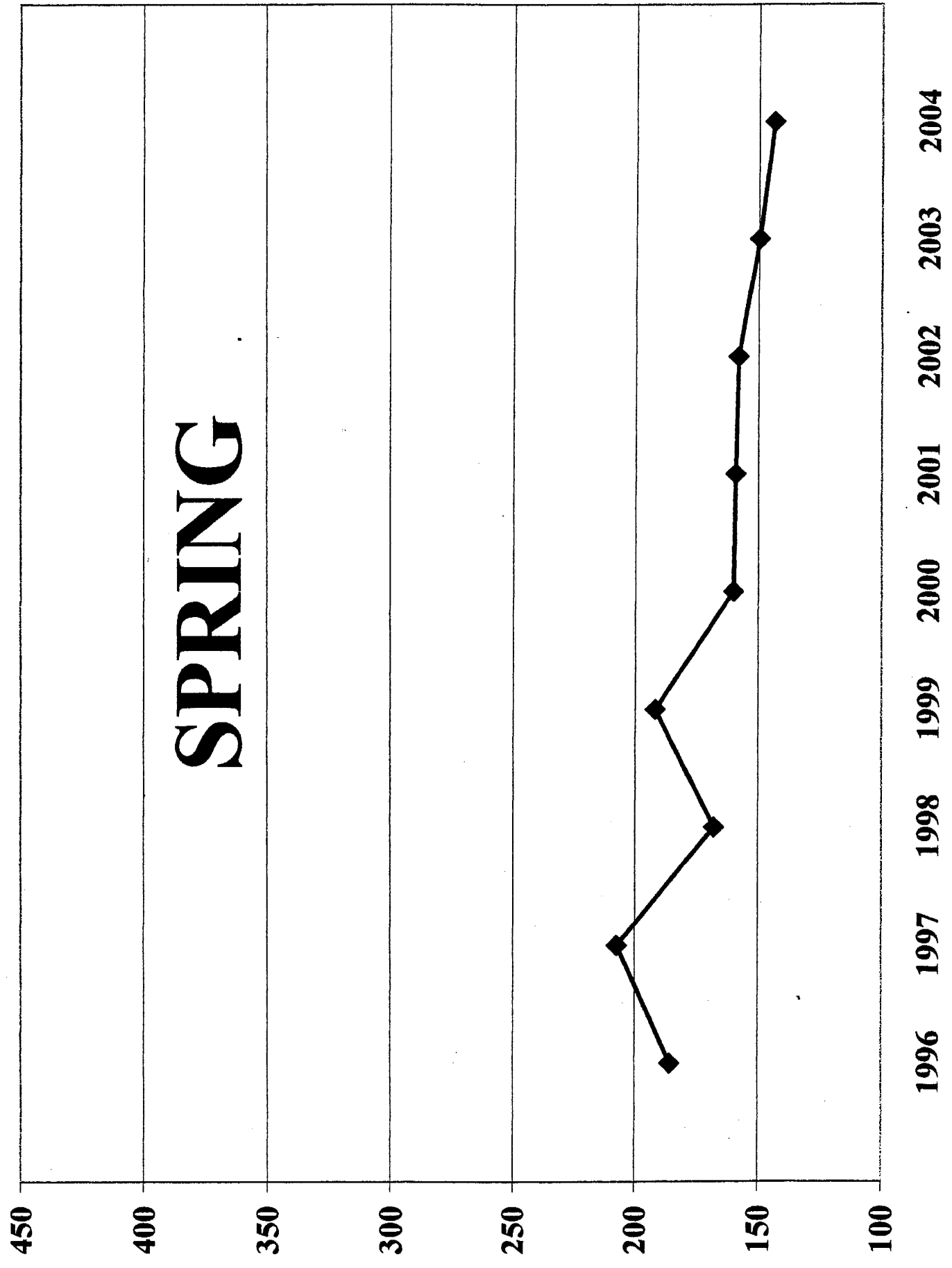
DAILY CENSUS

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTE	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
1994-95	170.00	113.33				
1995-96	134.73	106.66				
1996-97	156.00	97.50				
1997-98	135.00	67.50				
1998-99	108.00	67.50				
1999-2000	105.00	52.50				
2000-2001	105.00	52.50				
2001-2002	106.66	40.00				
2002-2003	125.00	62.50				
2003-2004	105.00	52.50				

FALL



SPRING



RESPIRATORY THERAPY
PROGRAM REVIEW COMMITTEE
RE-REVIEW SUMMARY EVALUATION

Recommendations from fall, 2001 and current status:

1. **Immediately replace one position lost to nursing.** Completed. Rebecca Handley was hired full-time September 27, 2002.
2. **Work to achieve better public education and marketing support from the college and district.** Completed. Over the past three years time, effort and money has increased to improve program enrollment, specifically through ads in the Reader, networking, career fairs and high schools.
3. **Improve the WSCH to FTEF ratio.** In progress. While the WSCH/FTEF data from the District through to spring 2004 does not indicate improvement, our enrollment starting fall 2004 has dramatically increased and based on applications to date, it appears that enrollment will be strong again in fall 2005. The enrollment for fall 2004 was forty-two, double that from the prior year and for the first time in many years there were twenty students on the wait list. This is likely to continue since national statistics predict shortages of up to 40% for Respiratory Therapists through 2010 and UC Berkeley identified Respiratory Therapy as a top ten profession in California related to growth projections.
4. **Expand scheduling of lecture and lab courses to maximize room usage and accessibility offering students options beyond traditional scheduling.** Not completed. Added a third lab taught by a part-time instructor, however, the program has not been successful in developing clinical opportunities to complement evening lecture classes.
5. **Implement preceptorship program as recommended by advisory committee.** Completed. A 299 work experience preceptorship course was offered last summer through a partnership with Sharp Grossmont Hospital. The offering of this course is contingent upon funding through Sharp Healthcare. Another class is scheduled to be offered this summer to qualified Respiratory Therapy students.

6. **Increase collaboration with Lincoln High and Grossmont Union High School health occupations courses.** Completed. The partnerships with Lincoln and Grossmont High Schools have expanded to include Crawford High School, which now has the "health care" academy. Also starting last year, Lorenda Seibold-Phalan has been appointed to the Grossmont Union High School District Health Advisory Board.
7. **Update course outlines: RESP 122, 280, 290, 292.** Completed.

Commendations (spring 2005) for:

1. Earning ten year accreditation for Respiratory Therapy Program, rather than usual five year recommendation.
2. Lorenda Seibold-Phalan for her leadership in the Respiratory Therapy Program.

Recommendations:

1. Maintain program.
2. Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi of sections of the same course.
3. Using the *Course History Information* report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

College President


Lorenda Seibold-Phalan
Department Chair


Sam L. Ben
Academic Program Review Chair

APPENDIX 3

RESPIRATORY THERAPY

See page 11 for special admission procedures and criteria. Respiratory Therapy is an allied health specialty employed in the treatment, management, control and care of patients with deficiencies and abnormalities associated with the cardiorespiratory system. It is defined as the therapeutic use of medical gases, air and oxygen administering apparatus, environmental control systems, humidification and aerosols, drugs and medications, ventilatory assistance and ventilatory control, postural drainage, chest physiotherapy and breathing exercise, respiratory rehabilitation, assistance with cardiopulmonary resuscitation, and maintenance of natural, artificial and mechanical airways. Specific testing techniques are employed in respiratory therapy to assist in diagnoses, monitoring, treatment and research. This includes measurement of ventilatory volumes, pressures and flows and blood gas analyses. Participation in a senior rehabilitation project is required of the second-year students. On several occasions, students will be required to meet at other-than-classroom time to participate in field trips. Grossmont College prepares the student for an Associate in Science Degree in Respiratory Therapy as well as eligibility to take the registry examination given by the National Board for Respiratory Care (NBRC). In addition to the college application, a special application for this major is required. An individual evaluation will be made by the Division of Business and Professional Studies for students wishing to transfer into the Respiratory Therapy program or to receive credit for previous college education. For special admission requirements, see page 11. Upon completion of the major course requirements from the Respiratory Therapy Program, the graduating student will be required to successfully complete the comprehensive "minimum-competency entry-level examination" given during the fourth semester. As of the Fall 2006 semester, students accepted to the Respiratory Therapy Program may be required to undergo a background check and/or urine drug screening test before starting the program or being placed at a clinical site. The cost of these procedures may be \$70-\$120. The student will be responsible for paying these fees. Failure to pass either or both of these procedures may interfere with clinical placement and/or acceptance of the student into the program.

Career Opportunities

Clinician

Critical Care Specialist+

Department Supervisor/Manager*

Equipment Sales Representative

Health Educator

Home Health Care

Industrial Consultant

Laboratory Technologist

Nursing Aide

Pediatric Health Care

Pulmonary Specialist*

*Bachelor's Degree or higher required.

+Bachelor Degree normally recommended.

Grossmont College Catalog 2008–2009 Respiratory Therapy

General Education Requirements for Respiratory Therapy Majors

Area A - Language And Rationality

Three courses (a minimum of nine units) are required in written communication, oral communication, and quantitative reasoning. At least ONE course must be taken from EACH of the following three sections:

1. Written Communication

Must be completed with a "C" or "P" grade or higher to satisfy the competency requirement.

English 110, 117, 120, 124

2. Oral Communication

Communication 120, 122

3. Quantitative Reasoning

Must be completed with a "C" or "P" or higher to satisfy the competency requirement.

Anthropology 215

Biology 215

Geography 104

Mathematics 103, 110, 120, 125, 126, 150, 160, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285

Philosophy 125, 130

Psychology 215

Sociology 215

Area B - Natural Sciences

Two natural science courses (a minimum of seven units) are required. One course must contain a laboratory. Courses with an asterisk are laboratory only. Courses not containing a laboratory component are underlined.

Anthropology 130
Astronomy 110, 112*
Biology 105, 110, 112, 114, 118, 120, 140, 141, 142*, 144, 145, 152, 210, 211*, 212*, 220, 221*
Chemistry 110, 113, 115, 116, 120, 141, 142, 231, 232
Geography 120, 121*, 140
Geology 104, 110, 111*, 121, 210, 220, 230
Oceanography 112, 113*
Physical Science 110, 111*
Physics 110, 130, 131, 140, 240, 241
Science 110

Area C - Humanities

One humanities course (a minimum of three units) is required.

American Sign Language 120, 121, 140, 220, 250
Arabic 120, 121, 220, 221, 250, 251
Art 100, 120, 124, 126, 129, 140, 141, 142, 143, 145, 146, 147, 154, 171, 189
Chinese 120, 121
Communication 124, 135, 137, 144, 145
Cross-Cultural Studies 122, 123, 126, 134, 144, 147, 149, 152, 236, 237, 238
Dance 110
English 112, 118, 122, 134-135-136-137, 201, 203, 215, 217, 218, 219, 221, 222, 231, 232, 234, 235, 236, 237, 238, 241, 242, 275, 276, 277
French 120, 121, 152, 220, 221, 250, 251
German 120, 121, 220, 221, 250, 251
History 100, 101, 103, 105, 106, 126, 135, 136, 137, 147
Humanities 110, 120, 125, 130, 135, 160, 170
Italian 120, 121, 220, 221, 250, 251
Japanese 120, 121, 149, 220, 221, 250, 251
Media Communications 111, 189
Music 110, 111, 114, 115, 116, 117, 189
Philosophy 110, 112, 114, 116, 118, 140, 141, 145, 150
Photography 154
Religious Studies 120, 130, 140, 150
Russian 120, 121, 220, 221, 250, 251
Spanish 120, [120A*, 120B*], 121, 122, 123, 141, 145, 220, 221, 250, 251
Theatre Arts 110, 120, 121, 143, 144, 189
*Spanish 120A and Spanish 120B are equivalent to one semester of Spanish 120.

Area D - Social Sciences

One social science course (a minimum of three units) is required.

Administration of Justice 110
Anthropology 120, 140
Child Development 115, 125
Communication 128
Cross-Cultural Studies 114, 115, 118, 119, 124, 125, 128, 130, 131, 132, 133, 135, 145, 150, 151, 154, 155, 180, 181
Economics 110, 120, 121
Family Studies 115, 120
Geography 106, 130, 170
Health Education 120, 122
Health Science 110
History 108, 109, 114, 115, 118, 119, 122, 123, 124, 127, 130, 131, 150, 151, 154, 155, 180, 181
Media Communications 110
Political Science 120, 121, 124, 130, 140, 150, 160
Psychology 120, 125, 130, 132, 138, 170
Sociology 114, 120, 125, 130, 138, 140

Area E – Fitness/Wellness

Two courses involving physical exercise and/or dance are required. They can be chosen from the exercise science and/or dance courses listed below:

Dance 071 A-B-C-D, 072 A-B-C-D, 074 A-B-C-D, 078 A-B-C-D, 080A, 080B, 080C, 080D, 081A, 081B, 081C, 081D, 082 A-B-C-D, 084A, 084B, 084C, 084D, 088A, 088B, 088C, 088D, 094A, 094B, 094C, 094D, 099 A-B-C-D, 116, 117 A-B-C-D
Exercise Science 001, 002, 003, 004, 005, 006, 007, 008, 009, 021, 023, 027, 028, 029, 030, 035, 037, 039, 040, 041, 043A, 043B, 043C, 044, 060A, 060B, 060C, 071 A- B- C- D, 072 A-B-C-D, 074 A-B-C-D, 076A, 076B, 076C, 078 A-B-C-D, 116, 117 A-B-C-D, 120A, 120B, 120C, 121, 125A, 125B, 125C, 130A, 130B, 130C, 135, 136, 150, 155A, 155B, 155C, 156, 170A, 170B, 170C, 171A, 171B, 171C, 172A, 172B, 172C, 175A, 175B, 175C, 180, 185A, 185B, 185C, 200, 201
Respiratory Therapy Grossmont College Catalog 2008–2009

Associate Degree Major Requirements

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Respiratory Therapy 105	Cardiopulmonary Physiology and Disease Entities	4
Respiratory Therapy 108	Basic Respiratory Therapy Equipment, Procedures and Life Support Systems	5
Respiratory Therapy 112	Supervised Clinical Practicum I	1
Respiratory Therapy 114	Cardiorespiratory Pharmacology	2
Respiratory Therapy 116	Assessment in Respiratory Care	3
Respiratory Therapy 118	Critical Care Life Support Equipment and Procedures	4.5
Respiratory Therapy 122	Supervised Clinical Practicum II	3
Respiratory Therapy 150	Neonatal-Pediatric Respiratory Care	3
Respiratory Therapy 201	Cardiopulmonary Pathology and Pathophysiology	4
Respiratory Therapy 205	Cardiopulmonary Patient Management	4
Respiratory Therapy 208	Invasive and Noninvasive Cardiopulmonary Monitoring	4.5
Respiratory Therapy 222	Supervised Clinical Practicum III	3.5
Respiratory Therapy 232	Supervised Clinical Practicum IV	3.5
Respiratory Therapy 268	Home Care Laboratory Techniques	1
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Chemistry 115	Fundamentals of Chemistry	4
Total Required 63 Plus General Education and Elective Requirements		

RESPIRATORY THERAPY (RESP)

RESPIRATORY THERAPY 105 †

Cardiopulmonary Physiology and Disease Entities

4 units, 4 hours lecture

Prerequisite: A "C" grade or higher in Chemistry 115, Biology 144 and 145 or equivalent.

Building on previous coursework, this course will elaborate on the specific concepts of normal cardiopulmonary anatomy and physiology. This semester stresses importance of cardiopulmonary anatomy, the process of ventilation, gaseous diffusion, gaseous transport to the periphery matching of ventilation and perfusion, acid base balance or imbalance and basic pharmacology. The dynamics of human physiological functions are studied in relationship to functional disease patterns. Special emphasis is given to the assessment of the physiological processes and the recognition of alterations in pathophysiology.

Transfers to CSU

RESPIRATORY THERAPY 108 †

Basic Respiratory Therapy Equipment, Procedures and Life Support Systems

5 units, 3 hours lecture, 6 hours laboratory

Prerequisite: A "C" grade or higher in Chemistry 115, Biology 144 and 145 or equivalent. Corequisite: Concurrent enrollment or a "C" grade or higher in Respiratory Therapy 105 and 112. An introduction to the principles of equipment operation, equipment care and maintenance, basic therapeutic techniques as employed in a general care environment, as well as equipment utilized in the intensive care units.

Transfers to CSU

RESPIRATORY THERAPY 112 †

Supervised Clinical Practicum I

1 unit, 3 hours laboratory

Prerequisite: A "C" grade or higher in Chemistry 115, Biology 144 and 145 or equivalent. Current CPR certificate and malpractice insurance are required. Corequisite: Concurrent enrollment or a "C" grade or higher in Respiratory Therapy 105 and 108. Basic respiratory therapy procedures and general patient assessment are practiced in the general care environment. Included in the supervised experiences are laboratory and physical assessment, oxygen therapy, humidity and aerosol therapy and general medication delivery by inhalation.

Transfers to CSU

RESPIRATORY THERAPY 114 †

Cardiorespiratory Pharmacology

2 units, 2 hours lecture This course is designed for the Cardiovascular Technology and Respiratory Therapy student. Major emphasis will be given to cardiac, cardiovascular, and pulmonary drugs. Specific drugs in these categories will be addressed in terms of action, indication, possible allergic reactions and contraindications.

Transfers to CSU

RESPIRATORY THERAPY 116 †

Assessment in Respiratory Care

3 units, 3 hours lecture

Prerequisite: A"C"grade or higher in Respiratory Therapy 105 or equivalent. This course will examine the patient assessment process utilized in management of the patient with cardiopulmonary dysfunction. Development of skills for data collection and decisionmaking are refined through examination of case studies. Physical examination, respiratory physiology, pulmonary modalities, information gathering, decision-making and assessment of clinical situations is integrated in the management of the simulated pulmonary patient. Special emphasis is given to the assessment of the physiological processes and the recognition of patterns associated with pathophysiology.

Transfers to CSU

RESPIRATORY THERAPY 118 †

Critical Care Life Support Equipment and Procedures

4.5 units, 3 hours lecture, 4.5 hours laboratory

Prerequisite: A"C"grade or higher in Respiratory Therapy 105, 108 and 112 or equivalent. Advanced concepts of respiratory therapy equipment and therapeutic procedures, complex principles of equipment operation and care, quality control and advanced therapeutic techniques as employed in the critical care environment. Special emphasis is placed on life support systems. Variations in ventilation, oxygenation, and current weaning techniques are discussed for various disease entities.

Transfers to CSU

RESPIRATORY THERAPY 122 †

Supervised Clinical Practicum II

3 units, 9 hours laboratory

Prerequisite: A"C"grade or higher in Respiratory Therapy 105, 108 and 112 or equivalent. Current CPR certification and malpractice insurance are required. Corequisite: Concurrent enrollment or a "C"grade or higher in Respiratory Therapy 118 and 150. General respiratory therapy procedures and pulmonary assessment are carried out in the acute care hospital environment. Included in the supervised experiences are small volume nebulizer therapy, chest physiotherapy, postural drainage, pressure therapy, inspiratory maneuvers, breathing exercises and airway care. Pulmonary assessment and pathophysiology are applied to modify appropriate patient care.

Transfers to CSU

RESPIRATORY THERAPY 150 †

Neonatal Pediatric Respiratory Care

3 units, 3 hours lecture

Prerequisite: A"C"grade or higher in Respiratory Therapy 105, 108 and 112 or equivalent. Current CPR certification and malpractice insurance are required. Corequisite: Concurrent enrollment in Respiratory Therapy 118 and 122. Overview of fetal physiology, fetal monitoring, trauma to the neonate and neonatal management in critical care will be emphasized. Pediatric techniques utilized by the therapist are reviewed.

Transfers to CSU

RESPIRATORY THERAPY 198

Supervised Tutoring

0 units, 50 hours Corequisite: Official enrollment in Grossmont College. This course uses a variety of educational tools to assist students with various learning needs. It could be used to strengthen

Prerequisite: skills prior to enrolling in a specific course or to receive supplemental assistance while enrolled in another course. The course may be repeated with different content. This is a no fee/no credit course.

RESPIRATORY THERAPY 199

Special Studies or Projects in Respiratory Therapy

1-3 units, 3-9 hours

Prerequisite: Respiratory Therapy 120 and 121 or equivalent and consent of instructor. Individual study, research or projects in the field of respiratory therapy under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

RESPIRATORY THERAPY 200 A-B-C †

Work- Study Externship– Patient Care Management

1 unit, 75 hours work experience plus concurrent enrollment in 6 units at Grossmont College.

Prerequisite: A“C”grade or higher in RESP 122 and recommendation of the Respiratory Therapy faculty or equivalent. A work-study course in which a Grossmont College Respiratory Therapy student is employed by or volunteers at a clinical site with whom the Respiratory Therapy Program has established an affiliation agreement. The clinical site supports the objectives of the course and provides supervision through licensed Respiratory Care Practitioner p receptors. The student applies previously acquired respiratory therapy theory and clinical skills in the manage-ment of patient care. This course is offered on a Pass/No Pass basis only and may be repeated three times. For work experience requirements, see page 23.

Transfers to CSU

RESPIRATORY THERAPY 201 †

Cardiopulmonary Pathology and Pathophysiology

4 units, 4 hours lecture

Prerequisite: A“C”grade or higher in Respiratory Therapy 105, 108 and 112 or equivalent. Corequisite: Concurrent enrollment or a “C”grade or higher in Respiratory Therapy 118 and 122. Introduction to basic respiratory pathology and resulting abnormal physiology. The role of the respiratory therapist in management of cardiorespiratory disease entities commonly found in the general care environment, in the intensive care unit, and in the home care setting is developed. Emphasis is placed on the pathological processes.

Transfers to CSU

RESPIRATORY THERAPY 202 A-B-C †

Work- Study Externship – Patient Care Management

2 units, 150 hours work experience plus concurrent enrollment in 5 units at Grossmont College.

Prerequisite: A“C”grade or higher in RESP 122 and recommendation of the Respiratory Therapy faculty or equivalent. A work-study course in which a Grossmont College Respiratory Therapy student is employed by or volunteers at a clinical site with whom the Respiratory Therapy Program has established an affiliation agreement. The clinical site supports the objectives of the course and provides supervision through licensed Respiratory Care Practitioner p receptors. The student applies previously acquired respiratory therapy theory and clinical skills in the manage-ment of patient care. This course is offered on a Pass/No Pass basis only and may be repeated three times. For work experience requirements, see page 23.

Transfers to CSU

RESPIRATORY THERAPY 205 †

Cardiopulmonary Patient Management

4 units, 4 hours lecture

Prerequisite: A“C”grade or higher in Respiratory Therapy 118, 122 and 201 or equivalent. Corequisite: Concurrent enrollment or a “C”grade or higher in Respiratory Therapy 208 and 222. Development of skills for data collection and decision making in the critically ill patient. Critical thinking and problemsolving skills are refined in the management of patients with cardiopulmonary dysfunctions in the critical care environment.

Transfers to CSU

RESPIRATORY THERAPY 208 †

Invasive and Noninvasive Cardiopulmonary Monitoring

4.5 units, 3 hours lecture, 4.5 hours laboratory

Prerequisite: A“C”grade or higher in Respiratory Therapy 118, 122 and 201 or equivalent. This course is designed to provide theory and hands on practice in various means of monitoring the patient in the acute care setting. An introductory level of advanced modes of ventilation, principles of weaning from mechanical ventilation as well as monitoring the cardiovascular system with capnography, electrocardiography and hemodynamic monitoring in the critical care setting will be presented.

Transfers to CSU

RESPIRATORY THERAPY 222 †

Supervised Clinical Practicum III

3.5 units, 10.5 hours laboratory

Prerequisite: A“C”grade or higher in Respiratory Therapy 118, 122 and 201 or equivalent. Current CPR certification and malpractice insurance are required. Advanced respiratory procedures and therapeutic techniques are practiced in the critical care environment. Therapeutic management of critical pulmonary patients is practiced under direct instructor supervision. Assessment of patient pulmonary status by the student is required prior to the convening of clinical.

Transfers to CSU

RESPIRATORY THERAPY 232 †

Supervised Clinical Practicum IV

3.5 units, 10.5 hours laboratory

Prerequisite: A“C”grade or higher in Respiratory Therapy 150, 208, and 222 or equivalent. Current CPR certification and malpractice insurance are required. Advanced cardiopulmonary specialties are practiced in the hospital environment. Advanced specialty techniques are practiced under direct supervision of specialty experts. Assessment of patient pulmonary status by the student is required prior to the convening of clinical.

Transfers to CSU

RESPIRATORY THERAPY 268 †

Home Care Laboratory Techniques

1 unit, 3 hours laboratory

Prerequisite: A“C”grade or higher in Respiratory Therapy 208 or equivalent. The laboratory course will provide the student with the requisite technical rehearsal of apparatus utilized by patients in their home. This will include home oxygen therapy modalities, home sterilization techniques and home ventilator life support systems.

Transfers to CSU

RESPIRATORY THERAPY 298**Selected Topics in Respiratory Therapy**

1-3 units, 3-9 hours

Prerequisite: Varies with topic. Selected topics in respiratory therapy not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Non-associate degree applicable

RESPIRATORY THERAPY 299A**Selected Topics in Respiratory Therapy**

1-3 units, 3-9 hours

Prerequisite: Varies with topic. Selected topics in respiratory therapy not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Associate degree applicable

RESPIRATORY THERAPY 299B**Selected Topics in Respiratory Therapy**

1-3 units, 3-9 hours

Prerequisite: Varies with topic. Selected topics in respiratory therapy not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Baccalaureate level – CSU transfer

APPENDIX 4

APPENDIX 4

4. Course Status

COURSE AND NUMBER	When was course last updated?	Status of Alignment with Cuyamaca Completed (C) In Progress (IP) Not Applicable (N/A)	TIME OFFERED Morning (M) Afternoon (A) Evening (E) Weekend (W)	SEMESTER LAST OFFERED
Example: GEOG 130	10/14/01	C	M, A, E	Fall 2002
RESP 105	4/01	NA	M,A	Fall 2008
RESP 108	4/05	NA	M,A,E	Fall 2008
RESP 112	4/05	NA	M,W	Fall 2008
RESP 114	4/04	NA	M	Fall 2008
RESP 116	4/01	NA	A	Spring 2009
RESP 118	4/01	NA	A,M,E	Spring 2009
RESP 122	4/04	NA	M,A,W	Spring 2009
RESP 150	4/04	NA	M	Spring 2009
RESP 198	4/99	NA	M,A,E	Spring 2009
RESP 200 A,B,C	4/07	NA	M,A,E,W	Has not been offered
RESP 202 A,B,C	4/07	NA	M,A,E,W	Spring 2009
RESP 201	4/05	NA	M	Fall 2008
RESP 205	4/05	NA	M	Spring 2009
RESP 208	4/01	NA	M,A,E	Fall 2008
RESP 222	4/01	NA	M,A,E,W	Fall 2008
RESP 232	4/04	NA	M,A,E,W	Spring 2009
RESP 268	4/05	NA	A	Spring 2009

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 105 – CARDIOPULMONARY PHYSIOLOGY AND DISEASE ENTITIES

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 105	Cardiopulmonary Physiology and Disease Entities	4	4 hours lecture

2. Course Prerequisites

A "C" grade or higher in Chemistry 115, Biology 144 and 145 or equivalent.

Recommended Preparation

None.

3. Catalog Description

Building on previous coursework, this course will elaborate on the specific concepts of normal cardiopulmonary anatomy and physiology. This semester stresses importance of cardiopulmonary anatomy, the process of ventilation, gaseous diffusion, gaseous transport to the periphery matching of ventilation and perfusion, acid base balance or imbalance and basic pharmacology. The dynamics of human physiological functions are studied in relationship to functional disease patterns. Special emphasis is given to the assessment of the physiological processes and the recognition of alterations in pathophysiology.

4. Course Objectives

The student will:

- Distinguish cardiorespiratory physiology and its function and role in cellular homeostasis.
- Calculate the processes of gaseous transport to the cells.
- Evaluate the principles of acid base balance or imbalance.
- Analyze the choice of respiratory pharmacological agents as they relate to specific disease entities.
- Appraise the physiological processes utilizing standard.

5. Instructional Facilities

- Standard classroom. Minimum seating occupancy for 45 students.
- Audio-visual capabilities (i.e., electrical outlets, overhead projector, slide projector, slide-movie screen.)

6. Special Materials Required of Student

None.

7. Course Content

The student reviews basic cardiorespiratory anatomy with emphasis on respiratory muscles and the nervous system as it pertains to respiration. The mechanics of ventilation, diffusion, and ventilation/perfusion mismatches are discussed. Gas transport of oxygen and carbon dioxide are applied to the lungs. Acid base balance/imbalance is discussed in relation to body fluids and disorders. Sources of hydrogen ions, measurements and methods of acid-base is related. Pharmacology related to respiratory drugs is discussed in conjunction with the disease entities and how the medications facilitate cellular function and alter the disease process.

8. Method of Instruction

- a. Lectures.
- b. Tapes.
- c. Videos.
- d. Films.
- e. Discussions.

9. Methods of Evaluating Student Performance

- a. Written quizzes.
- b. Written examinations.
- c. Verbal questioning.
- d. Grading system.

Student achievement is determined by comparing student behavior against program competency levels. The student's level of competency determines the final course grade according to the following scale:

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- below 60 = F

- f. Final written exam.

10. Outside Class Assignments

- a. A research paper is required to become knowledge to an aspect of a ventilatory function such as gas exchange, V/Q imbalance, oxygen transport volatile gas excretion, etc.
- b. Handouts, library resources and textbook assignments.

11. Texts

- a. Required Text(s):
 - (1) Scanlan, Craig. Egan's Fundamentals of Respiratory Care. St. Louis, MO: Mosby, current edition.
 - (2) Des Jardins, Terry. Cardiopulmonary Anatomy and Physiology. Delmar, current edition.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/01

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 108 – BASIC RESPIRATORY THERAPY EQUIPMENT, PROCEDURES AND LIFE SUPPORT SYSTEMS

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 108	Basic Respiratory Therapy Equipment, Procedures and Life Support Systems	5	3 hours lecture 6 hours laboratory

2. Course Prerequisites

A "C" grade or higher in Chemistry 115, Biology 144 and 145 or equivalent.

Corequisite

Concurrent enrollment or a "C" grade or higher in Respiratory Therapy 105 and 112.

Recommended Preparation

None.

3. Catalog Description

An introduction to the principles of equipment operation, equipment care and maintenance, basic therapeutic techniques as employed in a general care environment, as well as equipment utilized in the intensive care units.

4. Course Objectives

The student will:

- a. Apply the principles of effective body mechanics.
- b. Differentiate the principles of effective secretion mobilization.
- c. Distinguish the principles involved with mechanical ventilation.
- d. Judge principles involved with effective airway management.
- e. Evaluate the principles involved with infection control.
- f. Differentiate the principles of emergency procedures.
- g. Demonstrate the appropriate method for administering and evaluating respiratory modalities to the hospitalized patient.

5. Instructional Facilities

- a. Standard classroom with audio-visual equipment and multimedia technology.
- b. Standard laboratory.
 - (1) Minimum work stations for 20 students with standard electrical medical gas and suction apparatuses.
 - (2) Minimum audiovisual equipment.
 - (3) Standard therapeutical respiratory care equipment.

6. Special Materials Required of Student

Calculator.

7. Course Content

Basic physical concepts as related to matter, gases and gas flow are discussed. Manufacture, storage, safety and regulation of gas flow of medical gases is discussed. Oxygen administration, humidity/aerosol therapy, body mechanics, chest physiotherapy, IPPB, and airway care is applied in a lab setting. Patient care relations, charting and clinical assessment is reviewed. Emergency procedures such as CPR, fire and disasters are related along with control of organisms in the hospital environment. Life support systems will be introduced along with basic critical care techniques utilized in the intensive care units.

8. Method of Instruction

- a. Lecture.
- b. Laboratory experiments.
- c. Videos, audiotapes, films.
- d. Field trips.
- e. Computers.
- f. Discussion sessions.

9. Methods of Evaluating Student Performance

- a. Written examinations.
- b. Written quizzes.
- c. Verbal questioning.
- d. Formal oral examination.
- e. Skill performance.
- f. Required laboratory activities.
- g. Written final written exam.

10. Outside Class Assignments

- a. A research paper is required on a technical aspect of general care.
- b. Handouts, library resources and textbook assignments.

11. Texts

- a. Required Text(s):
 - (1) Cairo, Jimmy M. and Susan P. Pillbeam. Mosby's Respiratory Care Equipment. 7th edition. St. Louis, MO: Mosby, 2004.
 - (2) Wilkins, Robert. Lung Sounds: Practical Guide with Tape. Second edition. St. Louis, MO: Mosby, 1996.
 - (3) Scanlan, Craig, et. al. Egan's Fundamentals of Respiratory Care. 8th edition. St. Louis, MO: Mosby, 2003.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/05

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 112 – SUPERVISED CLINICAL PRACTICUM I

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 112	Supervised Clinical Practicum I	1	3 hours laboratory

2. Course Prerequisites

A "C" grade or higher in Chemistry 115, Biology 144 and 145 or equivalent. Current CPR certification and malpractice insurance are required.

Corequisite

Concurrent enrollment or a "C" grade or higher in Respiratory Therapy 105 and 108.

Recommended Preparation

None.

3. Catalog Description

Basic respiratory therapy procedures and general patient assessment are practiced in the general care environment. Included in the supervised experiences are laboratory and physical assessment, oxygen therapy, humidity and aerosol therapy and general medication delivery by inhalation.

4. Course Objectives

The student will:

- a. Inspect laboratory and clinical data from the patient chart.
- b. Appraise basic pulmonary signs and symptoms via chest assessment.
- c. Assemble appropriate therapeutic materials for patient regimes.
- d. Evaluate basic procedures during pulmonary care including oxygen therapy, aerosol and humidity therapy and medication therapy.
- e. Measure patient response to basic respiratory care procedures.
- f. Assess appropriateness of basic procedures based on patient evaluation.

5. Instructional Facilities

Hospital environment or equivalent.

6. Special Materials Required of Student

- a. Clinical attire (i.e., laboratory coat, scrubs).
- b. Closed-toe shoes.
- c. Watch with second hand.
- d. Stethoscope.
- e. Small scissors.
- f. RT patch.
- g. Name tag.
- h. Calculator.

7. Course Content

This course is designed to provide the student with experiences that are basic patient care techniques in respiratory therapy. The student is expected to perform basic assessment of the patient through chart review, laboratory review, and physical assessment. Performance of the basic skills includes oxygen therapy, aerosol and humidity therapy and inhaled medications. The student is expected to set up, assess, and perform the various basic procedures. Readjustment of therapy, evaluation of the patient response and communication of the patient response and current patient status to other health care professionals is expected.

8. Method of Instruction

Individualized instruction, group discussion, demonstration and observation of therapy will be utilized in the hospital setting.

9. Methods of Evaluating Student Performance

Clinical skills evaluation, written case studies, oral evaluations, and written reports will be utilized to evaluate student performance. The final examination will consist of a summative performance evaluation and written case history evaluation.

10. Outside Class Assignments

- a. Medical journal articles.
- b. Required text reading.
- c. Written medical reports.
- d. Oral presentations.

11. Texts

- a. Required Text(s):
 - (1) Cullen, Debby L. Basic Respiratory Therapy Procedures Proficiency Manual. El Cajon, CA: Grossmont College Press, 1992.
 - (2) Cairo, Jimmy M. and Susan P. Pillbeam. Mosby's Respiratory Care Equipment. 7th edition. St. Louis, MO: Mosby, 2004.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/05

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 114 – CARDIORESPIRATORY PHARMACOLOGY

1.	<u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
	RESP 114	Cardiorespiratory Pharmacology	2	2 hours lecture

2. Course Prerequisites

None.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

This course is designed for the Cardiovascular Technology and Respiratory Therapy student. Major emphasis will be given to cardiac, cardiovascular, and pulmonary drugs. Specific drugs in these categories will be addressed in terms of action, indication, possible allergic reactions and contraindications.

4. Course Objectives

The student will:

- a. Differentiate the various cardiac drugs.
- b. Evaluate the action and side effects of specific cardiac drugs.
- c. Describe the indications and effects of the cardiovascular drugs.
- d. Judge the effectiveness of the prescribed cardiovascular drugs.
- e. Compare and contrast the specific indications for pulmonary drugs.
- f. Appraise the effectiveness of pulmonary drugs.
- g. Propose the appropriate cardio-respiratory drugs given a patient scenario.
- h. Assess the cardio-respiratory medication effectiveness of a given patient scenario.
- i. Summarize the appropriate cardiac, cardiovascular and respiratory drugs to be given during a cardiac arrest emergency.

5. Instructional Facilities

- a. Standard classroom.
- b. Appropriate audiovisual technological equipment to support classroom instruction.

6. Special Materials Required of Student

Calculator.

7. Course Content

This course is designed for the Cardiovascular and Respiratory Therapy student. The student will be expected to discuss specific cardiovascular and pulmonary medications in terms of indications, actions, side effects, hazards, interactions, and contraindications. These drugs will be classified into the general categories as well as the specific types. Patient scenarios will be discussed involving critical decisions and drug maintenance.

8. Method of Instruction

- a. Lecture.
- b. Discussion.
- c. Case scenarios.

9. Methods of Evaluating Student Performance

- a. Objective exams.
- b. Written reports.
- c. Short answer essay quizzes will be utilized.
- d. Written final exam.
- e. Oral presentations.

10. Outside Class Assignments

Reading medical journal articles, writing reports, oral presentation preparation and assigned text readings.

11. Texts

- a. Required text(s):
(1) Rav, Joseph. Respiratory Care Pharmacology. St. Louis, MO: Mosby, 2002.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/04

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 115 – CARDIOPULMONARY PATHOLOGY AND PATHOPHYSIOLOGY

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 115	Cardiopulmonary Pathology And Pathophysiology	4	4 hours lecture

2. Course Prerequisites

A "C" grade or higher Respiratory Therapy 105, 108, and 112 or equivalencies.

Corequisite

Concurrent enrollment or a "C" grade or higher in Respiratory Therapy 122.

Recommended Preparation

None.

3. Catalog Description

Introduction to basic respiratory pathology and resulting abnormal physiology. The role of the respiratory therapist in management of cardiorespiratory disease entities commonly found in the general care environment, in the intensive care unit, and in the home care setting is developed. Emphasis is placed on the pathological processes.

4. Course Objectives

The student will:

- a. Compare and contrast the components of homeostasis and disease as a process.
- b. Distinguish the components of the respiratory therapy process.
- c. Apply the principles of clinical assessment.
- d. Judge the effectiveness of the therapy management of a stated basic cardiopulmonary disease entity.
- e. Evaluate the management and therapeutic regimen of the patient.
- f. Select the appropriate home care equipment utilized in the management of long term pulmonary disease entities.

5. Instructional Facilities

- a. Standard classroom. Minimum seating occupancy for 40 students.
- b. Minimum audiovisual capabilities.

6. Special Materials Required of Student

None.

7. Course Content

Assessment of the pulmonary patient is made utilizing laboratory tests radiological data, as well as the history and physical. Obstructive diseases, such as chronic bronchitis, emphysema, bronchiectasis, and COPD, are described as well as restrictive disorders, such as pulmonary consolidations, abscesses, cysts, tumors, fibrosis, tuberculosis, and pneumoconiosis. Pulmonary vascular disorders, pleural effusions, pneumothorax also are managed. Chest wall and diaphragm disorders also are described. The course emphasis is on utilizing clinical signs and symptoms and the disease process to formulate a Respiratory Care Plan for both hospitalized and home care patients.

8. Method of Instruction

- a. Standard lecture/discussion.
- b. Case studies and computer simulations.

9. Methods of Evaluating Student Performance

- a. Written quizzes.
- b. Written examinations.
- c. Verbal questioning.
- d. Grading system:

Student achievement is determined by comparing student behavior against program competency levels. The student's level of competency determines the final course grade according to the following scale:

90 – 100%	=	A
80 – 89 %	=	B
70 – 79%	=	C
60 – 69%	=	D
below 60	=	F

10. Outside Class Assignments

- a. A research paper is required, on a general care disease entity suitable for scholarship submission to AARC.
- b. Handouts, library resources and textbook assignments.

11. Texts

- a. Required Text(s):
 - (1) Scanlan, Craig, et. al. Egan's Fundamentals of Respiratory Care. 7th edition. St. Louis, MO: Mosby, 1998.
 - (2) Winn, Barry. Respiratory Therapy Cardiopulmonary Pathology. El Cajon, CA: Grossmont College, 1993.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 5/99

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 116 – ASSESSMENT IN RESPIRATORY CARE

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 116	Assessment in Respiratory Care	3	3 hours lecture

2. Course Prerequisites

A "C" grade or higher in Respiratory Therapy 105 or equivalent.

3. Catalog Description

This course will examine the patient assessment process utilized in management of the patient with cardiopulmonary dysfunction. Development of skills for data collection and decision-making are refined through examination of case studies. Physical examination, respiratory physiology, pulmonary modalities, information gathering, decision-making and assessment of clinical situations is integrated in the management of the simulated pulmonary patient. Special emphasis is given to the assessment of the physiological processes and the recognition of patterns associated with pathophysiology.

4. Course Objectives

The student will:

- a. Demonstrate the process of obtaining and recording a patient history as part of a complete health history.
- b. Recognize the definition, causes, characteristics and typical diseases associated with pulmonary and cardiac symptoms.
- c. Assess the four classic vital signs for the presence of trending patterns.
- d. Interpret values important to assessing the patient's cardiopulmonary and physical condition.
- e. Analyze the results obtained from a cardiopulmonary examination and develop a patient management plan based on the findings.
- f. Distinguish between normal and abnormal findings in the following areas:
 - (1) Clinical lab data.
 - (2) Fluid and electrolyte balance.
 - (3) Bedside pulmonary function tests.
 - (4) Chest radiograph.
 - (5) Bedside electrocardiogram tracings.
 - (6) Arterial blood gases.
- g. Construct a respiratory care plan utilizing assessment data.
- h. Identify age-related structural and physiologic changes in the cardiovascular and pulmonary systems.

5. Instructional Facilities

- a. Standard classroom. Minimum seating capacity for 45 students.
- b. Audiovisual equipment: smart cart and projector, overhead projector, X-ray view box.
- c. Personal computer with internet access.

6. Special Materials Required of Student

None.

7. Course Content

Course emphasis will focus on patient assessment and monitoring of the cardiopulmonary status and related systems. Abnormal and normal values of clinical lab data, fluid and electrolyte balance, pulmonary function tests, chest radiographs, electrocardiogram rhythm analysis, and arterial blood gases will be related to patient management. Interpretation of assessment findings and respiratory management will be discussed and evaluated through patient case scenario presentations.

8. Method of Instruction

- a. Lecture.
- b. Patient case studies.
- c. Computer simulations.
- d. Discussions.
- e. Videos.

9. Methods of Evaluating Student Performance

- a. Multiple choice and essay exams.
- b. Quizzes.
- c. Case management problems.
- d. Journal Reviews.
- e. Research paper.
- f. Final written exam.

10. Outside Class Assignments

- a. Computer clinical simulations.
- b. Medical journal article reviews.
- c. Research paper.
- d. Patient case studies.
- e. Reading assignments.

11. Texts

- a. Required Text(s):
 - (1) Scanlan, Craig, et. al. Egan's Fundamentals of Respiratory Care. St. Louis, MO: Mosby, current edition.
 - (2) Tilkian, Sarko, et al. Clinical and Nursing Implications of Laboratory Tests. St. Louis, MO: Mosby, current edition.
 - (3) Wilkins, Robert and James Dexter. Respiratory Disease, A Case Study Approach to Patient Care. Philadelphia, PA: F.A. Davis, current edition.
 - (4) Davis, Dale. Differential Diagnosis of Arrhythmias. Philadelphia, PA: W.B. Sanders, current edition.
- b. Supplementary texts and workbooks:
 - (1) French, William. Case Profiles in Respiratory Care. United States: Delmar, current edition.
 - (2) Wilkins, Robert. Lung Sounds: Practical Guide with Audiotape. St. Louis, MO: Mosby, current edition.

Date approved by the Governing Board: 4/01

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 118 – CRITICAL CARE LIFE SUPPORT EQUIPMENT AND PROCEDURES

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 118	Critical Care Life Support Equipment and Procedures	4.5	3 hours lecture 4.5 hours laboratory

2. Course Prerequisites

A "C" grade or higher in Respiratory Therapy 105, 108 and 112 or equivalent.

Recommended Preparation

None.

3. Catalog Description

Advanced concepts of respiratory therapy equipment and therapeutic procedures will be explored with emphasis on complex principles of equipment operation and care, quality control and advanced therapeutic techniques as employed in the critical care environment. Special emphasis is placed on life support systems. Variations in ventilation oxygenation, and current weaning techniques are discussed for various disease entities.

4. Course Objectives

The student will:

- Appraise the effectiveness of the therapeutic regimen of a patient in the critical care unit.
- Evaluate the patency and effectiveness of the patient's airway.
- Calculate the correctness and effectiveness of the nonventilator critical care patient's ventilatory status.
- Judge the effectiveness of advanced CPR techniques.

5. Instructional Facilities

- Standard classroom.
 - Minimum seating occupancy for 40 students.
 - Minimum audio-visual equipment.
- Standard laboratory.
 - Minimum work stations for 20 students with standard electrical medical gas and suction aparati.
 - Minimum audio-visual equipment.
 - Standard therapeutical respiratory care equipment.

6. Special Materials Required of Student

None.

7. Course Content

Critical care techniques and patient care procedures will be taught in this course. These include introduction to the critical unit, airway management, advanced CPR, mechanical ventilation indications and hazards, mechanical ventilation equipment theory, maintenance on the ventilator, monitoring and assessment of the critically ill patient, discontinuance of the mechanical ventilation, bronchoscopy and special techniques for advanced life support technology.

8. Method of Instruction

- a. Lecture.
- b. Laboratory experiments and simulations.
- c. Computer simulations and self tests.
- d. Demonstrations and return demonstrations.
- e. Group discussion.

9. Methods of Evaluating Student Performance

- a. Written examinations.
- b. Written quizzes.
- c. Verbal questioning.
- d. Formal oral examinations.
- e. Skill performance.
- f. Required laboratory activities.
- g. Written final examination.

Student achievement is determined by comparing student behavior against program competency levels. The student's level of competency determines the final course grade according to the following scale:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
below 60	=	F

10. Outside Class Assignments

- a. A research paper is required on a technical aspect of a technique utilized in critical care.
- b. Handouts, library resources, and textbook assignments.

11. Texts

- a. Required Text(s):
 - (1) Pilbeam, Susan. Mechanical Ventilation. St. Louis, MO: Mosby, current edition.
 - (2) Cairo, T.M. and Susan Pilbeam. Respiratory Care Equipment. St. Louis, MO: Mosby, current edition.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/01

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 122 – SUPERVISED CLINICAL PRACTICUM II

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 122	Supervised Clinical Practicum II	3	9 hours laboratory

2. Course Prerequisites

A "C" grade or higher in Respiratory Therapy 105, 108 and 112. Current CPR certification and malpractice insurance are required.

Corequisite

Concurrent enrollment or a "C" grade or higher in Respiratory Therapy 118 and 150.

Recommended Preparation

None.

3. Catalog Description

General respiratory therapy procedures and pulmonary assessment are carried out in the acute care hospital environment. Included in the supervised experiences are small volume nebulizer therapy, chest physiotherapy, postural drainage, pressure therapy, inspiratory maneuvers, breathing exercises and airway care on both general floor care patients and the intensive care units. Pulmonary assessment and pathophysiology are applied to modify appropriate patient care in the intensive care unit setting.

4. Course Objectives

The student will:

- a. Distinguish between normal and abnormal pulmonary assessment findings.
- b. Analyze appropriateness of general respiratory care techniques.
- c. Propose modification of respiratory care based on pulmonary assessment findings.
- d. Relate disease process to the application of general respiratory care procedures.
- e. Perform appropriate respiration care modalities on both general floor care and critical care patients.
- f. Measure effectiveness of respiratory therapy via pulmonary assessment and disease reversal.

5. Instructional Facilities

Hospital environment or equivalent.

6. Special Materials Required of Student

- a. Laboratory jacket.
- b. Closed-toe shoes.
- c. Watch with second hand.
- d. Stethoscope.
- e. Small scissors.
- f. RT patch.
- g. Name tag.

04-0598-002

7. Course Content

This course is designed to provide the student with experiences that are general respiratory care techniques. The student is expected to perform pulmonary assessment through pulmonary assessment including auscultation inspection, percussion, and palpation. Performance of the general procedures shall include small volume nebulization, chest physiotherapy, postural drainage, percussion and vibration, positive pressure therapy, inspiratory maneuvers, breathing exercises and airway care. Pulmonary diseases, signs and symptoms are stressed. The student is given pulmonary care plans for specific patients. These assignments stress pulmonary pathophysiology, signs and symptoms, therapy, hazards and side effects of therapy and modification of pulmonary care for both critical care and chronic patient care.

8. Method of Instruction

- a. Individualized assignments.
- b. Group discussion.
- c. Demonstrations.
- d. Observation of therapy.
- e. Pulmonary patient care plans.
- f. Case studies will be utilized in the hospital environment.

9. Methods of Evaluating Student Performance

- a. Clinical skills evaluation.
- b. Written case studies.
- c. Patient care plans.
- d. Oral evaluations.
- e. Written reports.
- f. Final examination will consist of a summative performance evaluation and written case study evaluation.

10. Outside Class Assignments

- a. Medical journal articles.
- b. Required text reading.
- c. Patient case study evaluation.
- d. Written medical reports.
- e. Oral presentation.

11. Texts

- a. Required Text(s):
 - (1) Cullen, Deborah and Lorenda Seibold-Phalan. General Respiratory Therapy Procedures Manual. El Cajon, CA: Grossmont College Press, 2003.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/04

04-0598-002W/lw

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 150 – NEONATAL PEDIATRIC RESPIRATORY CARE

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 150	Neonatal Pediatric Respiratory Care	3	3 hours lecture

2. Course Prerequisites

A "C" grade or higher in Respiratory Therapy 105, 108 and 112 or equivalent. Current CPR certification and malpractice insurance are required.

Corequisite

Concurrent enrollment in Respiratory Therapy 118 and 122.

Recommended Preparation

None.

3. Catalog Description

Overview of fetal physiology, fetal monitoring, trauma to the neonate and neonatal management in critical care will be emphasized. Pediatric techniques utilized by the therapist are reviewed.

4. Course Objectives

The student will:

- Compare and contrast normal versus abnormal physiological development.
- Assess the cardiopulmonary changes that occur during and after birth.
- Judge assessment and monitoring techniques utilized with neonates.
- Differentiate respiratory care techniques utilized with neonates with varying dysfunctions.
- Select various modalities utilized with varying pediatric patient care.

5. Instructional Facilities

- Standard classrooms.
- Slide projector.
- Overhead projector.

6. Special Materials Required of Student

None.

7. Course Content

Fetal physiology and monitoring, newborn CPR and emergency management, transport of the sick neonate, oxygen therapy, thermo regulation, pharmacology, and mechanical ventilation will be stressed. Neonatal and pediatric diseases and management are overviewed. Pediatric respiratory techniques and interaction is discussed.

8. Method of Instruction

- a. Lecture.
- b. Discussion session will be utilized.

9. Methods of Evaluating Student Performance

- a. Multiple choice examinations.
- b. Short essays.
- c. Written final exam.
- d. Oral presentation.
- e. Case study reports.

10. Outside Class Assignments

- a. Reading medical journal articles, writing reports, oral presentation preparation and patient simulations.
- b. Textbook assignments.

11. Texts

- a. Required Text(s):
 - (1) Czervinskie, Michael and Sherry Barnhart. Perinatal and Pediatric Respiratory Care. Philadelphia, PA: W.B. Saunders, 2003.
 - (2) Seibold-Phalan, Lorenda. Neonatal-Pediatric Respiratory Therapy. El Cajon, CA: Grossmont College Press, 2000.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/04

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 198 – SUPERVISED TUTORING

1.	<u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
	RESP 198	Supervised Tutoring	0	50

2. Course Prerequisites

None.

Recommended Preparation

None.

Corequisite

Official enrollment in Grossmont College.

3. Catalog Description

This course uses a variety of educational tools to assist students with various learning needs. It could be used to strengthen prerequisite skills prior to enrolling in a specific course or to receive supplemental assistance while enrolled in another course. The course may be repeated with different content. This is a no fee/no credit course.

4. Course Objectives

The student will:

- a. Identify their needs.
- b. Practice specific skills necessary to meet their identified needs.
- c. Apply competencies developed in tutoring situations to other classes.
- d. Construct and solve problems similar to those presented in other classes.

5. Instructional Facilities

Supervised tutoring labs.

6. Special Materials Required of Student

None specified but may include assignments and/or computer disks provided by students.

7. Course Content

Content will vary depending on the identified individualized needs of the student.

8. Method of Instruction

Supervised self-paced laboratory exercises and computer aided instruction for individual and group study.

9. Methods of Evaluating Student Performance

Review of work by instructor.

10. Outside Class Assignments

None specified.

11. Texts

- a. Required Text(s):
Textbook and/or syllabus specific to the discipline.
- b. Supplementary texts and workbooks:

Date approved by the Governing Board: 4/99

GROSSMONT COLLEGE

Proposed Course Outline

RESPIRATORY THERAPY 200 A-B-C WORK-STUDY EXTERNSHIP – PATIENT CARE MANAGEMENT

1.	<u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
	RESP 200 A-B-C	Work-Study Externship - Patient Care Management	1	5 hours work experience

2. Prerequisites

A "C" grade or higher in RESP 122 and recommendation of the Respiratory Therapy faculty or equivalent.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

A work-study course in which a Grossmont College Respiratory Therapy student is employed by or volunteers at a clinical site with whom the Respiratory Therapy Program has established an affiliation agreement. The clinical site supports the objectives of the course and provides supervision through licensed Respiratory Care Practitioner preceptors. The student applies previously acquired Respiratory Therapy theory and clinical skills in the management of patient care. This course is offered on a Credit/No Credit basis and may be repeated three times.

4. Course Objectives

The student will:

- a. Formulate objectives to provide learning experiences through consultation with a Respiratory Therapy faculty member in a hospital/clinical setting.
- b. Function within guidelines of the Work-Study/Externship Program working cooperatively with and accepting supervision from the responsible Respiratory Therapy preceptor.
- c. Manage patient care under the direct supervision of a Respiratory Care Practitioner preceptor focusing on prioritizing, planning, administering and evaluating patient care.
- d. Collaborate with the preceptor, patient and other members of the healthcare team and plan patient care for a multiple patient assignment.
- e. Critique and progressively improve proficiency in the performance of clinical skills within the role of "student." Such skills will have been taught in the Respiratory Therapy Program and be approved by the preceptor and Respiratory Therapy faculty.
- f. Progressively improve time management and organizational skills.
- g. Examine clinical problem solving and critical thinking skills to enhance patient care management.
- h. Demonstrate effective and timely communication with members of the health care team.
- i. Maintain professional and ethical behavior and provide culturally appropriate care.

5. Instructional Facilities

- a. Access to the Internet.
- b. Selected patient care settings with whom the Respiratory Therapy Program establishes an affiliation agreement.

6. Special Materials Required of Student

- a. Electronic storage media.
- b. Appropriate clinical attire including name badge and school patch.
- c. Stethoscope.
- d. Notebook.
- e. Calculator.
- f. Watch with second hand.
- g. Transportation to clinical site.

7. Course Content

Selected patient care settings with affiliating providers will serve as clinical sites for Respiratory Therapy students who meet the course prerequisites. The experience will be individualized to meet the specific goals and objectives of the student. Respiratory Therapy faculty will be available offsite for support and guidance to assist students in accomplishing objectives. Clinical supervision will be the responsibility of hospital employee Respiratory Care Practitioner preceptors. There will be no new skills taught.

8. Method of Instruction

Field experience

9. Methods of Evaluating Student Performance

- a. Written log and summary paper addressing the extent to which the objectives were attained.
- b. Collaborative evaluation by instructor and preceptor.

10. Outside Class Assignments

Review of content from previous Respiratory Therapy courses.

11. Texts

- a. Required text:
Wilkins, Robert. Clinical Assessment in Respiratory Care. St. Louis, MO, Mosby, 2005.
- b. Supplementary texts and workbooks:
Texts and resources from prior or concurrent Respiratory Therapy courses.

Date approved by the Governing Board: April 17, 2007

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 202 A-B-C – WORK-STUDY EXTERNSHIP - PATIENT CARE MANAGEMENT

1.	<u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
	RESP 202 A-B-C	Work-Study Externship - Patient Care Management	2	10 hours work experience

2. Prerequisites

A "C" grade or higher in RESP 122 and recommendation of the Respiratory Therapy faculty or equivalent.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

A work-study course in which a Grossmont College Respiratory Therapy student is employed by or volunteers at a clinical site with whom the Respiratory Therapy Program has established an affiliation agreement. The clinical site supports the objectives of the course and provides supervision through licensed Respiratory Care Practitioner preceptors. The student applies previously acquired Respiratory Therapy theory and clinical skills in the management of patient care. This course is offered on a Credit/No Credit basis and may be repeated three times.

4. Course Objectives

The student will:

- a. Formulate objectives to provide learning experiences through consultation with a Respiratory Therapy faculty member in a hospital/clinical setting.
- b. Function within guidelines of the Work-Study/Externship Program working cooperatively with and accepting supervision from the responsible Respiratory Therapy preceptor.
- c. Manage patient care under the direct supervision of a Respiratory Care Practitioner preceptor focusing on prioritizing, planning, administering and evaluating patient care.
- d. Collaborate with the preceptor, patient and other members of the healthcare team and plan patient care for a multiple patient assignment.
- e. Critique and progressively improve proficiency in the performance of clinical skills within the role of "student." Such skills will have been taught in the Respiratory Therapy Program and be approved by the preceptor and Respiratory Therapy faculty.
- f. Progressively improve time management and organizational skills.
- g. Examine clinical problem solving and critical thinking skills to enhance patient care management.
- h. Demonstrate effective and timely communication with members of the health care team.
- i. Maintain professional and ethical behavior and provide culturally appropriate care.

5. Instructional Facilities

- a. Access to the internet.
- b. Selected patient care settings with whom the Respiratory Therapy Program establishes an affiliation agreement.

6. Special Materials Required of Student

- a. Electronic storage media.
- b. Appropriate clinical attire including name badge and school patch.
- c. Stethoscope.
- d. Notebook.
- e. Calculator.
- f. Watch with second hand.
- g. Transportation to clinical site.

7. Course Content

Selected patient care settings with affiliating providers will serve as clinical sites for Respiratory Therapy students who meet the course prerequisites. The experience will be individualized to meet the specific goals and objectives of the student. Respiratory Therapy faculty will be available offsite for support and guidance to assist students in accomplishing objectives. Clinical supervision will be the responsibility of hospital employee Respiratory Care Practitioner preceptors. There will be no new skills taught.

8. Method of Instruction

Field experience.

9. Methods of Evaluating Student Performance

- a. Written log and summary paper addressing the extent to which the objectives were attained.
- b. Collaborative evaluation by instructor and preceptor.

10. Outside Class Assignments

Review of content from previous Respiratory Therapy courses.

11. Texts

- a. Required text:
Wilkins, Robert. Clinical Assessment in Respiratory Care. St. Louis, MO, Mosby, 2005.
- b. Supplementary texts and workbooks:
Texts and resources from prior or concurrent Respiratory Therapy courses.

Date approved by the Governing Board: April 17, 2007

GROSSMONT COLLEGE .

Official Course Outline

RESPIRATORY THERAPY 201 – CARDIOPULMONARY PATHOLOGY AND PATHOPHYSIOLOGY

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 201	Cardiopulmonary Pathology and Pathophysiology	4	4 hours lecture

2. Course Prerequisites

A "C" grade or higher Respiratory Therapy 105, 108, and 112 or equivalent.

Corequisite

Concurrent enrollment or a "C" grade or higher in Respiratory Therapy 118 and 122.

Recommended Preparation

None.

3. Catalog Description

Introduction to basic respiratory pathology and resulting abnormal physiology. The role of the respiratory therapist in management of cardiorespiratory disease entities commonly found in the general care environment, in the intensive care unit, and in the home care setting is developed. Emphasis is placed on the pathological processes.

4. Course Objectives

The student will:

- a. Compare and contrast the components of homeostasis and disease as a process.
- b. Distinguish the components of the respiratory therapy process.
- c. Apply the principles of clinical assessment.
- d. Judge the effectiveness of the therapy management of a stated basic cardiopulmonary disease entity.
- e. Evaluate the management and therapeutic regimen of the patient.
- f. Select the appropriate home care equipment utilized in the management of long term pulmonary disease entities.

5. Instructional Facilities

Standard classroom with audio-visual equipment and multimedia technology.

6. Special Materials Required of Student

None.

7. Course Content

Assessment of the pulmonary patient is made utilizing laboratory tests radiological data, as well as the history and physical. Obstructive diseases, such as chronic bronchitis, emphysema, bronchiectasis, and COPD, are described as well as restrictive disorders, such as pulmonary consolidations, abscesses, cysts, tumors, fibrosis, tuberculosis, and pneumoconiosis. Pulmonary vascular disorders, pleural effusions, pneumothorax also are managed. Chest wall and diaphragm disorders also are described. The course emphasis is on utilizing clinical signs and symptoms and the disease process to formulate a Respiratory Care Plan for both hospitalized and home care patients.

8. Method of Instruction

- a. Standard lecture/discussion.
- b. Case studies and computer simulations.

9. Methods of Evaluating Student Performance

- a. Written quizzes.
- b. Written examinations.
- c. Verbal questioning.
- d. Written final examination.

10. Outside Class Assignments

- a. A research paper is required, on a general care disease entity suitable for scholarship submission to AARC.
- b. Handouts, library resources and textbook assignments.

11. Texts

- a. Required Text(s):
 - (1) Scanlan, Craig, et. al. Egan's Fundamentals of Respiratory Care. 8th edition. St. Louis, MO: Mosby, 2003.
 - (2) Winn, Barry. Respiratory Therapy Cardiopulmonary Pathology. El Cajon, CA: Grossmont College, 2004.
 - (3) Wilkins, R. and J. Dexter. Respiratory Disease: A Case Study Approach to Patient Care. 2nd edition, Philadelphia, PA: F.A. Davis, 2004.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/05

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 205 – CARDIOPULOMARY PATIENT MANAGEMENT

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 205	Cardiopulmonary Patient Management	4	4 hours lecture

2. Course Prerequisites

A "C" grade or higher in Respiratory Therapy 118, 122 and 201 or equivalent.

Corequisite

Concurrent enrollment or a "C" grade or higher in Respiratory Therapy 208 and 222.

3. Catalog Description

Development of skills for data collection and decision making in the critically ill patient. Critical thinking and problem-solving skills are refined in the management of patients with cardiopulmonary dysfunctions in the critical care environment.

4. Course Objectives

The student will:

- a. Judge the general effectiveness of the cardiorespiratory system.
- b. Analyze the effectiveness of the process of ventilation.
- c. Evaluate the general function of the circulatory system.
- d. Calculate the effectiveness of the process of diffusion.
- e. Evaluate the correctness or effectiveness of management of complex cardiopulmonary disease entities.

5. Instructional Facilities

Standard classroom with audio-visual equipment and multimedia technology.

6. Special Materials Required of Student

Calculator.

7. Course Content

- a. Advanced cardiorespiratory and renal physiology and pathophysiology will be discussed. Topics include ventilation, control and mechanics of ventilation, systemic and pulmonary circulation, diffusion, gas transport of oxygen and CO₂, V/Q evaluation, fluid and electrolyte balance, acid-base imbalances and causes.
- b. Advanced diseases will be reviewed which include acute respiratory failure, surgical disorders, neuromuscular problems, acute emergencies such as pneumothorax, flail chest, chest trauma, smoke and chemical inhalation, near-drowning, post-code management.

8. Method of Instruction

- a. Case studies.
- b. Clinical simulations.
- c. Computer problems.
- d. Lecture audio-visuals.
- e. Discussions.

9. Methods of Evaluating Student Performance

- a. Written quizzes.
- b. Written examinations.
- c. Verbal questioning.
- d. Written final examination.

10. Outside Class Assignments

- a. A research paper on a critical disease entity of the student's choice is required, suitable for scholarship submission to AARC.
- b. Handouts, library resources and textbook assignments.

11. Texts

- a. Required Text(s):
 - (1) Winn, Barry B. Critical Care Respiratory Care Workbook and Reference Manual. El Cajon, CA: Grossmont College Press, 2004.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/05

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 208 – INVASIVE AND NONINVASIVE CARDIOPULMONARY MONITORING

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 208	Invasive and Noninvasive Cardiopulmonary Monitoring	4.5	3 hours lecture 4.5 hours laboratory

2. Course Prerequisites

A "C" grade or higher in Respiratory Therapy 118, 122 and 201 or equivalent.

Recommended Preparation

None.

3. Catalog Description

This course is designed to provide theory and hands on practice in various means of monitoring the patient in the acute care setting. An introductory level of advanced modes of ventilation, principles of weaning from mechanical ventilation as well as monitoring the cardiovascular system with capnography, electrocardiography and hemodynamic monitoring in the critical care setting will be presented.

4. Course Objectives

The student will:

- a. Determine the settings needed to accomplish adequate minute volume and oxygenation in pressure controlled ventilation.
- b. Review the principles of pressure and flow monitoring to include principles of operation and factors, which influence accuracy of the measurement.
- c. Accurately describe the events noted in graphic monitoring of flow pressure and volume waveforms of ventilation.
- d. Interpret the EKG pattern from a given tracing and the clinical implications/treatment of each rhythm.
- e. Appropriately, perform defibrillation and cardioversion in a lab model.
- f. Review the principles of invasive monitoring of the intracardiac pressure and patterns associated with hemodynamic compromise.
- g. Calculate the values normally derived from the hemodynamic waveform monitored from a pulmonary artery catheter.
- h. Calculate the oxygen delivery and uptake as determined by blood gas data from the systemic system and the pulmonary artery systems.
- i. Present orally or in writing a case study demonstrating the principles of EKG, hemodynamic monitoring and advanced modes of ventilation.
- j. Discuss the causes of various hemodynamic profiles.
- k. Accurately assess a capnogram.

5. Instructional Facilities

- a. Classroom to seat 40 students minimum.
- b. Lab facilities to seat 20 students.

6. Special Materials Required of Student

None.

7. Course Content

Course emphasis will focus on EKG interpretation, hemodynamic monitoring for the cardiopulmonary assessment as it applies to both the noncritical and critical care environment. Lung volumes and capacities, ventilation tests, pulmonary mechanics, and flow-volume loops will be discussed. Interpretation and assessment of advanced diagnostic procedures will be applied in clinical presentations.

8. Method of Instruction

- a. Lecture.
- b. Lab experiments and exercises.
- c. Computer simulations.
- d. Films and video tapes will be utilized.

9. Methods of Evaluating Student Performance

- a. Multiple-choice exam.
- b. Short answer quiz.
- c. Competency based performance exams.
- d. Laboratory reports (homework).
- e. Written final.

10. Outside Class Assignments

- a. Written assignments will include case studies, medical journal article abstracts, laboratory report and waveform interpretation.
- b. Textbook assignments.

11. Texts

- a. Required Text(s):
 - (1) Scanlon, Craig. Egan's Fundamentals of Respiratory Care. St. Louis, MO: Mosby, current edition.
 - (2) Pilbeam, Susan P. Mechanical Ventilation. St. Louis, MO: Mosby, current edition.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/01

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 222 – SUPERVISED CLINICAL PRACTICUM III

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 222	Supervised Clinical Practicum III	3.5	10.5 hours laboratory

2. Course Prerequisites

A "C" grade or higher in Respiratory Therapy 118, 122 and 201 or equivalent. Current CPR certification and malpractice insurance are required.

Recommended Preparation

None.

3. Catalog Description

Advanced respiratory procedures and therapeutic techniques are practiced in the critical care environment. Therapeutic management of critical pulmonary patients is practiced under direct instructor supervision. Assessment of patient pulmonary status by the student is required prior to the convening of clinical.

4. Course Objectives

The student will:

- a. Appraise the effectiveness of the critical care regimen.
- b. Evaluate the patency and effectiveness of the patient's airway.
- c. Judge the correctness and effectiveness of mechanical ventilation.
- d. Judge the correctness and effectiveness of nonventilator critical care.
- e. Judge the effectiveness of advanced life support techniques.
- f. Demonstrate proficiency in identifying life-threatening problems.

5. Instructional Facilities

- a. Standard hospital environment.
 - (1) Active, progressive Respiratory Therapy Department. Adequate role models provided by departmental staff, department manager and medical director.
 - (2) Adequate critical care patient load.
 - (3) Current standard respiratory care equipment.
 - (4) Active, progressive health care team providing critical patient care.

6. Special Materials Required of Student

- a. Laboratory jacket.
- b. Watch,
- c. Name tag.
- d. Stethoscope.

7. Course Content

This course will provide clinical practicum for the following critical care procedures and patient management skills: airway management, initiation and maintenance and discontinuance of mechanical ventilation, monitoring and assessment, oxygen therapy, PEEP, CPAP, weaning techniques, thorencentesis, chest drainage, swan-ganz, bronchial hygiene as well as other advance life support techniques. Additionally a pediatric-neonatal rotation will be initiated during this course covering basic pediatric-neonatal respiratory management.

8. Method of Instruction

- a. Patient care.
- b. Discussion.
- c. Demonstrations and return demonstration will be utilized.

9. Methods of Evaluating Student Performance

- a. Written patient case reports.
- b. Verbal questioning.
- c. Written quizzes.
- d. Summative bedside examinations.
- e. Patient case study evaluation.
- f. Oral presentations.

10. Outside Class Assignments

- a. Medical journal articles.
- b. Required text reading.
- c. Written medical reports.

11. Texts

- a. Required Text(s):
 - (1) Tilkian, Sarko, et. al. Clinical and Nursing Implications of Laboratory Tests. St. Louis, MO: Mosby, current edition.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/01

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 232 – SUPERVISED CLINICAL PRACTICUM IV

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 232	Supervised Clinical Practicum IV	3	10.5 hours laboratory

2. Course Prerequisites

A "C" grade or higher in Respiratory Therapy 150, 208 and 222 or equivalencies. Current CPR certification and malpractice insurance are required.

Recommended Preparation

None.

3. Catalog Description

Advanced cardiopulmonary specialty techniques are practiced in the hospital environment under direct supervision of specialty experts. Assessment of patient pulmonary status by the student is required prior to the convening of clinical.

4. Course Objectives

The student will:

- a. Evaluate the correctness and effectiveness of neonatal and pediatric respiratory care.
- b. Assess the effectiveness of rehabilitative respiratory care.
- c. Judge the appropriateness of departmental managerial techniques.
- d. Analyze the results of common pulmonary diagnostic techniques.
- e. Demonstrate proficiency in identifying life-threatening problems in both adult and pediatric cases.

5. Instructional Facilities

- a. Standard hospital environment.
- b. Active, progressive Respiratory Therapy Department.
 - (1) Adequate role models provided by department staff, department manager, and medical doctor.
 - (2) Adequate general care patient load.
 - (3) Current standard respiratory care equipment.
- c. Active, progressive health care team providing general and critical care.
- d. Active, progressive specialty techniques areas.

6. Special Materials Required of Student

- a. Lab jacket.
- b. Watch.
- c. Name tag is required.
- d. Stethoscope.

7. Course Content

Neonatology and pediatrics will be stressed with emphasis on neonatal physiology, abnormal respiratory conditions of neonates and common respiratory diseases of children in the clinical practicum setting. Additionally, this course will continue with ventilator critical care management and patient assessment in the critical care setting.

8. Method of Instruction

- a. Patient care.
- b. Discussion.
- c. Demonstrations and return demonstrations will be utilized.

9. Methods of Evaluating Student Performance

- a. Case study presentations.
- b. Written report.
- c. Final clinical evaluation.

10. Outside Class Assignments

- a. Medical journal articles.
- b. Required text readings.
- c. Patient case study evaluation.
- d. Written medical reports.
- e. Oral presentations.

11. Texts

- a. Required Text(s):
 - (1) Tilkian, Sarko et. al. Clinical and Nursing Implications of Laboratory Tests. St. Louis, MO: Mosby,.
- b. Supplementary texts and workbooks:
 - None.

Date approved by the Governing Board: 4/04

GROSSMONT COLLEGE

Official Course Outline

RESPIRATORY THERAPY 268 – HOME CARE LABORATORY TECHNIQUES

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
RESP 268	Home Care Laboratory Techniques	1	3 hours laboratory

2. Course Prerequisites

A "C" grade or higher in Respiratory Therapy 208 or equivalent.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

The laboratory course will provide the student with the requisite technical rehearsal of apparatus utilized by patients in their home. This will include home oxygen therapy modalities, home sterilization techniques and home ventilator life support systems.

4. Course Objectives

The student will:

- a. Distinguish between hospital and home patient resources and back up safety systems.
- b. Evaluate the patient's home care plan to prevent a hospital readmission.
- c. Assess the patient's home sterilization program.
- d. Evaluate the patient's compliance to their physician prescribed regimen.

5. Instructional Facilities

Laboratory facilities to seat 15 students.

6. Special Materials Required of Student

Calculator.

7. Course Content

- a. Oxygen therapy.
 - (1) Home cylinder storage.
 - (2) Oxygen concentrators.
 - (3) Liquid oxygen storage systems.
- b. Patient hygiene.
 - (1) Oral care.
 - (2) Tracheostomy care.
 - (3) Home suctioning techniques.

7. Course Content continued

- c. Home equipment sterilization.
- d. Activities of daily living.
 - (1) Revised daily household routines.
 - (2) Daily activities.
 - (3) CPAP/BiPAP.
- e. Patient education.
- f. Drug and alcohol abuse.
- g. Home ventilator life support systems.
- h. Travel – “Let’s Take a Vacation.”

8. Method of Instruction

- a. Laboratory experiments and exercises.
- b. Computer simulations.

9. Methods of Evaluating Student Performance

- a. Short answer quizzes.
- b. Final written comprehensive examination.
- c. Clinical portfolio assessment.

10. Outside Class Assignments

- a. Written documentation of scheduled home visits with assigned patient.
- b. Patient’s physician progress report regarding the implementation of the patient’s home care plan and a record of the patient’s daily log.

11. Texts

- a. Required Text(s):
 - (1) Winn, Barry. Respiratory Rehabilitation and Home Care. El Cajon, CA: Grossmont College, 2004.
 - (2) Ries, Andrew. Shortness of Breath. 6th edition. St. Louis, MO: Mosby, 2001.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/05

APPENDIX 5

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
RESP 105															
7445		4.0	10	5							2	17	68.0	WINN	
COURSE TOTAL			10	5							2	17	68.0	WINN	
RESP 108							1				1	16	144.0	SEIBOLD-PHALAN	
7447		9.0	3	10	1		1				1	16	144.0	SEIBOLD-PHALAN	
COURSE TOTAL			3	10	1		1				1	16	144.0	SEIBOLD-PHALAN	
RESP 112											1	16	41.1	GARROW	
7452		8	13	1			1				1	16	41.1	GARROW	
COURSE TOTAL			13	1			1				1	16	41.1	GARROW	
RESP 114											1	16	32.0	SEIBOLD-PHALAN	
7454		2.0	5	7	2	1					1	16	32.0	SEIBOLD-PHALAN	
COURSE TOTAL			5	7	2	1					1	16	32.0	SEIBOLD-PHALAN	
RESP 205												21	84.0	WINN	
7457		4.0	4	8	9							21	84.0	WINN	
COURSE TOTAL			4	8	9							21	84.0	WINN	
RESP 208												15	112.5	TENDAL	
7458		7.5	5	7	3							15	112.5	TENDAL	
7469		7.5	2	2	2							6	45.0	TENDAL	
COURSE TOTAL			7	9	5							21	157.5	TENDAL	
RESP 222												21	220.5	WINN	
7463		10.5	19	2								21	220.5	WINN	
COURSE TOTAL			19	2								21	220.5	WINN	
SUBJECT TOTAL			61	42	17	1	2				5	128	747.1		

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
RESP 114 CARDIORESPIRATORY PHARMACOLOGY														
7240		2.0	21									21	42.0	WINN
COURSE TOTAL			21									21	42.0	
RESP 115 CARDIOPULMONARY PATHOLOGY														
7245		4.0	2	15	3							20	80.0	WINN
COURSE TOTAL			2	15	3							20	80.0	
RESP 118 CRITICAL CARE LIFE SUPP EQUIP														
7247		9.0	3	8	1							12	108.0	TENDAL
7249		9.0	4	3	2						1	10	90.0	TENDAL
COURSE TOTAL			7	11	3						1	22	198.0	
RESP 122 SUPERVISED CLINICAL PRACTCM II														
7251		9.0	19	1								20	180.0	JOHNSON
COURSE TOTAL			19	1								20	180.0	
RESP 232 SUPERVISED CLINICAL PRACTCM IV														
7257		9.0	15	1								16	144.0	WINN
COURSE TOTAL			15	1								16	144.0	
RESP 250 NEONATAL PEDIATRIC RESP CARE														
7258		3.0	7	9	1							17	51.0	SEIBOLD-PHALAN
COURSE TOTAL			7	9	1							17	51.0	XP
RESP 260 APPLICATIONS OF RESP THERAPY														
7260		2.0	16									16	32.0	WINN
COURSE TOTAL			16									16	32.0	
RESP 268 HOME CARE LAB TECHNIQUES														
7265		3.0	16									16	48.0	WINN
COURSE TOTAL			16									16	48.0	
SUBJECT TOTAL			103	37	7	200	545	48	665	114	1940	148	775.0	
DIVISION TOTAL			2966	1979	957	200	545	48	665	114	1940	9414	32060.7	

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
RESP 105 CARDIOPULMONARY PHYS & DISEASE							1					23	92.0	WINN
7445		4.0	9	11	2							23	92.0	
COURSE TOTAL			9	11	2		1					23	92.0	
RESP 108 RESP THERAPY EQUIP/LIFE SUPPRT											1	16	144.0	SEIBOLD-PHALAN XP
7447		9.0	2	12	2							10	90.0	SEIBOLD-PHALAN
7449		9.0	2	5	2						1	26	234.0	
COURSE TOTAL			4	17	4						1	25	68.6	GARROW
RESP 112 SUPERVISED CLINICAL PRACTCM I												25	68.6	PT
7452		8	24	1								25	68.6	
COURSE TOTAL			24	1								25	68.6	
RESP 114 CARDIORESPIRATORY PHARMACOLOGY											1	27	54.0	SEIBOLD-PHALAN
7454		2.0	8	14	4						1	27	54.0	
COURSE TOTAL			8	14	4						1	27	54.0	
RESP 115 CARDIOPULMONARY PATHOLOGY												14	56.0	WINN
7451		4.0	4	7	3							14	56.0	
COURSE TOTAL			4	7	3							14	56.0	
RESP 208 INVASIVE/NONINVASIVE CARDIOPUL												14	105.0	HANDLEY
7459		7.5	3	5	6							14	105.0	
COURSE TOTAL			3	5	6							14	105.0	
RESP 222 SUPERVISED CLINICAL PRACT III												14	147.0	WINN
7463		10.5	14									14	147.0	
COURSE TOTAL			14									14	147.0	
SUBJECT TOTAL			66	55	19		1				2	143	756.6	

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
RESP 116 ASSESSMENT IN RESPIRATORY CARE														
7245		3.0	4	6	4						1	15	45.0	SEIBOLD-PHALAN XP
COURSE TOTAL			4	6	4						1	15	45.0	
RESP 118 CRITICAL CARE LIFE SUPP EQUIP														
7247		7.5	5	4	5						14	14	105.0	TENDAL XP
COURSE TOTAL			5	4	5						14	14	105.0	
RESP 122 SUPERVISED CLINICAL PRACTCM II														
7251		9.0	13	1							14	14	126.0	WINN
COURSE TOTAL			13	1							14	14	126.0	
RESP 232 SUPERVISED CLINICAL PRACTCM IV														
7257		10.5	20	1							21	21	220.5	WINN XP
COURSE TOTAL			20	1							21	21	220.5	
RESP 250 NEONATAL PEDIATRIC RESP CARE							3							
7258		3.0	9	10	16		3				2	40	120.0	SEIBOLD-PHALAN
COURSE TOTAL			9	10	16		3				2	40	120.0	
RESP 260 APPLICATIONS OF RESP THERAPY														
7260		2.0	21									21	42.0	WINN
COURSE TOTAL			21									21	42.0	
RESP 268 HOME CARE LAB TECHNIQUES														
7265		3.0	21									21	63.0	WINN
COURSE TOTAL			21									21	63.0	
SUBJECT TOTAL			93	22	25		3				3	146	721.5	

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
RESP 7445	4.0	4	13	1	2	1				1	22	88.0	WINN
COURSE TOTAL		4	13	1	2	1				1	22	88.0	
RESP 7447	9.0	2	5	3	2	1				1	14	126.0	SEIBOLD-PHALAN XP
RESP 7449	9.0	3	3	2						1	9	72.0	SEIBOLD-PHALAN
COURSE TOTAL		5	8	5	2	1				2	23	198.0	
RESP 7452	8.0	16	4							1	21	54.9	GARROW
COURSE TOTAL		16	4							1	21	54.9	
RESP 7454	2.0	9	6	5	1	1				2	24	46.0	SEIBOLD-PHALAN
COURSE TOTAL		9	6	5	1	1				2	24	46.0	
RESP 7455	4.0	9	12	1							22	88.0	WINN
COURSE TOTAL		9	12	1							22	88.0	
RESP 7459	7.5	2	11	2						15	112.5	HANDLEY	
RESP 7461	7.5	5	1	1						7	52.5	HANDLEY	
COURSE TOTAL		7	12	3						22	165.0		
RESP 7463	10.5	21	1							22	231.0	WINN	
COURSE TOTAL		21	1							22	231.0		
SUBJECT TOTAL		71	56	15	5	3				6	156	870.9	XP

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
RESP 116 ASSESSMENT IN RESPIRATORY CARE														
7245		3.0	7	14	3							24	72.0	SEIBOLD-PHALAN XP
COURSE TOTAL			7	14	3							24	72.0	
RESP 118 CRITICAL CARE LIFE SUPP EQUIP														
7247		7.5	3	9	3						1	16	120.0	HANDLEY
7248		7.5	3	4	1						1	9	67.5	HANDLEY
COURSE TOTAL			6	13	4						2	25	187.5	
RESP 122 SUPERVISED CLINICAL PRACTCM II														
7251		9.0	24								24	24	216.0	HANDLEY XP
COURSE TOTAL			24								24	24	216.0	
RESP 205 CARDIOPULMONARY PATIENT MNGMT														
7255		4.0	4	3	7						14	14	56.0	WINN
COURSE TOTAL			4	3	7						14	14	56.0	
RESP 232 SUPERVISED CLINICAL PRACTCM IV														
7257		10.5	14								14	14	147.0	WINN
COURSE TOTAL			14								14	14	147.0	
RESP 250 NEONATAL PEDIATRIC RESP CARE														
7258		3.0	8	14	2						24	24	72.0	SEIBOLD-PHALAN
COURSE TOTAL			8	14	2						24	24	72.0	
RESP 268 HOME CARE LAB TECHNIQUES														
7265		3.0	14								14	14	42.0	WINN XP
COURSE TOTAL			14								14	14	42.0	
SUBJECT TOTAL			77	44	16						2	139	792.5	

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
RESP 116	ASSESSMENT IN RESPIRATORY CARE												
7245		7	23	5						5	40	120.0	SEIBOLD-PHALAN
	COURSE TOTAL	7	23	5						5	40	120.0	
RESP 118	CRITICAL CARE LIFE SUPP EQUIP												
7247		5	8	1						2	16	120.0	HANDLEY
7248		5	7	2	1					2	17	127.5	HANDLEY
7249		5	1	1						4	7	52.5	HANDLEY
	COURSE TOTAL	15	16	4	1					4	40	300.0	
RESP 122	SUPERVISED CLINICAL PRACTCM II												
7251		34		1						5	40	360.0	HANDLEY
	COURSE TOTAL	34		1						5	40	360.0	
RESP 150	NEONATAL PEDIATRIC RESP CARE					1							
7252		5	22	7		1				4	39	117.0	SEIBOLD-PHALAN
	COURSE TOTAL	5	22	7		1				4	39	117.0	
RESP 198	SUPERVISED TUTORING - RESP												
7253 **										2	2	0.0	SEIBOLD-PHALAN
	COURSE TOTAL									2	2	0.0	
RESP 199	SPECIAL STUDIES IN RESP												
7272		1	1							1	1	4.5	SEIBOLD-PHALAN
	COURSE TOTAL	1	1							1	1	4.5	
RESP 205	CARDIOPULMONARY PATIENT MNGMT												
7255		5	11	6						22	22	88.0	WINN
	COURSE TOTAL	5	11	6						22	22	88.0	
RESP 232	SUPERVISED CLINICAL PRACTCM IV												
7257		18	2	2						22	22	231.0	WINN
	COURSE TOTAL	18	2	2						22	22	231.0	
RESP 268	HOME CARE LAB TECHNIQUES												
7265		22								22	22	66.0	WINN
	COURSE TOTAL	22								22	22	66.0	
	SUBJECT TOTAL	106	75	25	1	1				18	226	1286.5	

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
RESP 105	CARDIOPULMONARY PHYS & DISEASE				1					1	43	172.0	WINN
7445		9	29	3	1					1	43	172.0	WINN
	COURSE TOTAL	9	29	3	1								
RESP 108	RESP THERAPY EQUIP/LIFE SUPPRT									1	15	135.0	SEIBOLD-PHALAN XP
7447		1	10	4						1	13	117.0	SEIBOLD-PHALAN
7448		2	9	2						1	15	135.0	SEIBOLD-PHALAN
7449		2	8	3	1					1	43	387.0	SEIBOLD-PHALAN
	COURSE TOTAL	5	27	9	1								
RESP 112	SUPERVISED CLINICAL PRACTCM I									1	42	115.2	WINN
7452		8	6.0	40	2					1	42	115.2	WINN
	COURSE TOTAL	40	2										
RESP 114	CARDIORESPIRATORY PHARMACOLOGY									1	43	86.0	SEIBOLD-PHALAN
7454		14	18	10						1	43	86.0	SEIBOLD-PHALAN
	COURSE TOTAL	14	18	10									
RESP 198	SUPERVISED TUTORING - RESP									1	1	0.0	SEIBOLD-PHALAN
7457	**	16	0.0							1	1	0.0	SEIBOLD-PHALAN
	COURSE TOTAL												
RESP 201	CARDIOPULMONARY PATHOLOGY										34	136.0	WINN
7458		3	25	6							34	136.0	WINN
	COURSE TOTAL	3	25	6									
RESP 208	INVASIVE/NONINVASIVE CARDIOPUL										17	127.5	HANDLEY
7459		4	9	4							17	127.5	HANDLEY
7461		4	12	1							34	255.0	HANDLEY
	COURSE TOTAL	8	21	5									
RESP 222	SUPERVISED CLINICAL PRACT III										34	357.0	WINN
7463		34									34	357.0	WINN
	COURSE TOTAL	34											
	SUBJECT TOTAL	113	122	33	2					3	273	1508.2	

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS HRS		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
RESP 116	ASSESSMENT IN RESPIRATORY CARE												
7245	3.0	4	25	12							41	123.0	SEIBOLD-PHALAN XP
	COURSE TOTAL	4	25	12							41	123.0	
RESP 118	CRITICAL CARE LIFE SUPP EQUIP												
7247	7.5	6	2	7							15	112.5	HANDLEY
7248	7.5	6	6	1	2						15	112.5	HANDLEY
7249	7.5	2	3	5							10	75.0	HANDLEY
	COURSE TOTAL	14	11	13	2						40	300.0	
RESP 122	SUPERVISED CLINICAL PRACTCM II												
7251	9.0	38		1	1						40	360.0	HANDLEY
	COURSE TOTAL	38		1	1						40	360.0	
RESP 150	NEONATAL PEDIATRIC RESP CARE												
7252	3.0	8	21	9	3						41	123.0	SEIBOLD-PHALAN XP
	COURSE TOTAL	8	21	9	3						41	123.0	
RESP 205	CARDIOPULMONARY PATIENT MNGMT												
7255	4.0	16	13	5							34	136.0	WINN
	COURSE TOTAL	16	13	5							34	136.0	
RESP 232	SUPERVISED CLINICAL PRACTCM IV												
7257	10.5	34									34	357.0	WINN
	COURSE TOTAL	34									34	357.0	
RESP 268	HOME CARE LAB TECHNIQUES												
7265	3.0	34									34	102.0	WINN
	COURSE TOTAL	34									34	102.0	
RESP 299	WORK STUDY EXTERNSHIP												
7269	** 11.0									3	7	0.0	SEIBOLD-PHALAN
	COURSE TOTAL									3	7	0.0	
	SUBJECT TOTAL	148	70	40	6			4			264	1501.0	

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

APPENDIX 6

Grossmont College Respiratory Therapy Department Student Survey

Instructions: The Respiratory Therapy Department is undergoing program review this semester. The following questions are designed to help the department evaluate the overall program and its offerings. **If this current class is the only course you have taken in the department, please respond to the questions based on this course. If you have taken more than one course, consider the questions in light of all the courses you have taken in this department.**

If you have recently completed and submitted this survey in another class within this department, please do not complete a second survey.

The information you provide will remain strictly confidential. Also, responses from students completing the survey will be combined before they are presented to faculty; your individual response will not be reported.

1. How many courses have you taken in this subject area at Grossmont College? (including this current course and any repeated courses)
 - One
 - Two
 - Three
 - More than three

2. Is your major in this department?
 - Yes
 - No
 - Undecided

3. What is your highest level of education completed?
 - AS
 - BS/BA
 - MS/MA
 - PhD/Dr.

4. What is your educational goal?
 - BS/BA
 - MS/MA
 - PhD/Dr.
 - Other: _____

5. How did you find out about this class? (mark all that apply)
 - Class schedule / College catalog
 - Grossmont College Counselor
 - Grossmont College Instructor
 - Work referral
 - Grossmont College presentation or special event. (teacher came to class, career day, campus activity)
 - Friend or family member
 - Public media (radio, TV, newspaper, ad)
 - Grossmont webpage (online)

6. What is your reason(s) for taking this class? (mark all that apply)
 - General education requirement
 - Required for major
 - Transfer
 - Improve job skills
 - Prerequisite
 - General interest
 - Would like to major in a related field
 - Fits my schedule
 - Other: _____

7. Which of the following helped you learn the course material best? (mark all that apply)
 - Lecture
 - Handouts
 - Textbook
 - Videos/DVDs
 - Quizzes
 - Homework
 - Tutoring
 - Computer lab
 - Study groups
 - Online discussion boards
 - Computer presentations
 - Instructor website
 - Slides, transparencies
 - Group work in class
 - Meeting(s) with instructor
 - Instructor/Class notes
 - Class discussion
 - Other: _____

8. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
a. The classrooms for this program are clean and in good repair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The classroom equipment is maintained and up-to-date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The computer technology used in the classroom is up-to-date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Textbooks for this class were available in the bookstore when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How satisfied are you with the availability of courses in this department?
 - Very satisfied
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very dissatisfied

**GC Respiratory Therapy Department Student Survey
Spring 2007**

N=67

1. How many courses have you taken in this subject area at Grossmont College? (including this current course and any repeated courses)

	Frequency	Percent
One	4	6.1
Two	1	1.5
Four	61	92.4
Total	66	100.0
No Response	1	
Total	67	

2. Is your major in this department?

	Frequency	Percent
Yes	64	95.5
No	1	1.5
Undecided	2	3.0
Total	67	100.0

3. What is your highest level of education completed?

	Frequency	Percent
AS	37	80.4
BS/BA	8	17.4
MA/MA	1	2.2
Total	46	100.0
No Response	21	
Total	67	

4a. What is your educational goal?

	Frequency	Percent
BS/BA	44	73.3
MA/MS	5	8.3
PhD/Dr.	7	11.7
Other	4	6.7
Total	60	100.0
No Response	7	
Total	67	

4b. What is your educational goal? (other)

	Frequency
AA/AS	4

6. How did you find out about this class? (mark all that apply)

	Frequency	Percent
Friend or family member	36	54.5
Class schedule / College catalog	14	21.2
Grossmont webpage (online)	14	21.2
Grossmont College Counselor	5	7.6
Grossmont College Instructor	5	7.6
Grossmont College presentation or special event. (teacher came to class, career day, campus activity)	5	7.6
Work referral	2	3.0
Public media (radio, TV, newspaper, ad)	1	1.5

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 66).

6a. What is your reason(s) for taking this class? (mark all that apply)

	Frequency	Percent
Required for major	45	69.2
Would like a major in a related field	19	29.2
Improve job skills	14	21.5
General interest	13	20.0
Prerequisite	6	9.2
General education requirement	1	1.5
Transfer	1	1.5
Other:	1	1.5

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 65).

6b. What is your reason(s) for taking this class? (mark all that apply)

	Frequency
RT program	1

7a. Which of the following helped you learn the course material best? (mark all that apply)

	Frequency	Percent
Handouts	54	81.8
Lecture	48	72.7
Textbooks	42	63.6
Study groups	33	50.0
Instructor/Class notes	26	39.4
Class discussion	25	37.9
Quizzes	25	37.9
Homework	23	34.8
Slides, transparencies	19	28.8
Tutoring	17	25.8
Videos/DVDs	17	25.8
Computer Lab	14	21.2
Computer presentations	11	16.7
Group work in class	8	12.1
Meeting(s) with instructor	6	9.1
Instructor website	3	4.5
Other:	4	6.1

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 66).

7b. Which of the following helped you learn the course material best? (mark all that apply)

	Frequency
Labs	3
PowerPoint	1

8a. Please indicate your level of agreement with the following statements:
The classrooms for this program are clean and in good repair.

	Frequency	Percent
Strongly Agree	18	26.9
Agree	38	56.7
Neutral	9	13.4
Strongly Disagree	2	3.0
Total	67	100.0

8b. The classroom equipment is maintained and up-to-date.

	Frequency	Percent
Strongly Agree	12	18.2
Agree	37	56.1
Neutral	10	15.2
Disagree	5	7.6
Strongly Disagree	2	3.0
Total	66	100.0
No Response	1	
Total	67	

8c. the computer technology used in the classroom is up-to-date.

	Frequency	Percent
Strongly Agree	20	31.3
Agree	35	54.7
Neutral	6	9.4
Disagree	2	3.1
Strongly Disagree	1	1.6
Total	64	100.0
No Response	2	
Don't Know	1	
Total	67	

8d. Textbooks for this class were available in the bookstore when needed.

	Frequency	Percent
Strongly Agree	16	25.0
Agree	31	48.4
Neutral	9	14.1
Disagree	7	10.9
Strongly Disagree	1	1.6
Total	64	100.0
No Response	2	
Don't Know	1	
Total	67	

9. How satisfied are you with the availability of courses in this department?

	Frequency	Percent
Very satisfied	33	50.0
Satisfied	27	40.9
Neutral	5	7.6
Dissatisfied	1	1.5
Total	66	100.0
No Response	1	
Total	67	

10a. What would be your preferred start time(s) for courses to be offered? : Weekdays

	Frequency	Percent
Morning/Afternoon (9am-3pm)	36	55.4
Early Morning (7am-8am)	31	47.7
Evening: Monday-Thursday (4pm-9pm)	7	10.8
No preference	7	10.8
Evening: Friday (4pm- 9pm)	1	1.5

Note: Since respondents are able to select more than one option, the total percent may not be equal to 100. Percentages are based on the total number of respondents to this item (i.e.,65)

10b. What would be your preferred start time(s) for courses to be offered? : Saturdays

	Frequency	Percent
Would not attend on Saturdays	33	50.8
Early Morning (7am-8am)	11	16.9
No preference	11	16.9
Morning/Afternoon (9am-3pm)	9	13.8

Note: Since respondents are able to select more than one option, the total percent may not be equal to 100. Percentages are based on the total number of respondents to this item (i.e.,65)

10c. What would be your preferred start time(s) for courses to be offered? : Sundays (if offered)

	Frequency	Percent
Would not attend on Sundays	40	61.5
No preference	10	15.4
Early Morning (7am-8am)	6	9.2
Morning/Afternoon (9am-3pm)	6	9.2
Evening (4pm-9pm)	1	1.5

Note: Since respondents are able to select more than one option, the total percent may not be equal to 100. Percentages are based on the total number of respondents to this item (i.e.,65)

11a. Please indicate how often you use each of the following campus resources: (Assessment & Testing Center)

	Frequency	Percent
Often: 2-4 times per week	2	3.4
Sometimes: once per week	3	5.2
Rarely: 1-2 times per semester	15	25.9
Never	38	65.5
Total	58	100.0
No Response	3	
N/A	6	
Total	67	

11b. Career Center

	Frequency	Percent
Often: 2-4 times per week	2	3.6
Sometimes: once per week	4	7.3
Rarely: 1-2 times per semester	14	25.5
Never	35	63.6
Total	55	100.0
No Response	4	
N/A	8	
Total	67	

11c. Counseling Office

	Frequency	Percent
Often: 2-4 times per week	2	3.2
Sometimes: once per week	9	14.5
Rarely: 1-2 times per semester	39	62.9
Never	12	19.4
Total	62	100.0
No Response	4	
N/A	1	
Total	67	

11d. English Writing Center

	Frequency	Percent
Sometimes: once per week	7	13.2
Rarely: 1-2 times per semester	6	11.3
Never	40	75.5
Total	53	100.0
No Response	4	
N/A	10	
Total	67	

11e. English Reading Center

	Frequency	Percent
Sometimes: once per week	4	7.4
Rarely: 1-2 times per semester	8	14.8
Never	42	77.8
Total	54	100.0
No Response	3	
N/A	10	
Total	67	

11f. Health Services

	Frequency	Percent
Often: 2-4 times per week	1	1.7
Sometimes: once per week	10	17.2
Rarely: 1-2 times per semester	26	44.8
Never	21	36.2
Total	68	100.0
No Response	5	
N/A	4	
Total	67	

11g. LRC: Computer Lab (SETL)

	Frequency	Percent
Often: 2-4 times per week	8	13.6
Sometimes: once per week	25	42.4
Rarely: 1-2 times per semester	15	25.4
Never	11	18.6
Total	59	100.0
No Response	3	
N/A	5	
Total	67	

11h. LRC: Instructional Media (video carrels)

	Frequency	Percent
Often: 2-4 times per week	2	3.9
Sometimes: once per week	7	13.7
Rarely: 1-2 times per semester	9	17.6
Never	33	64.7
Total	51	100.0
No Response	6	
N/A	10	
Total	67	

11i. LRC: Main Library

	Frequency	Percent
Often: 2-4 times per week	14	23.3
Sometimes: once per week	27	45.0
Rarely: 1-2 times per semester	16	26.7
Never	3	5.0
Total	60	100.0
No Response	5	
N/A	2	
Total	67	

11j. Math Study Center

	Frequency	Percent
Often: 2-4 times per week	2	4.1
Sometimes: once per week	4	8.2
Rarely: 1-2 times per semester	9	18.4
Never	34	69.4
Total	49	100.0
No Response	4	
N/A	14	
Total	67	

11k. Student Affairs Office

	Frequency	Percent
Often: 2-4 times per week	2	3.8
Sometimes: once per week	2	3.8
Rarely: 1-2 times per semester	15	28.8
Never	33	63.5
Total	52	100.0
No Response	5	
N/A	10	
Total	67	

11l. Tutoring Center

	Frequency	Percent
Often: 2-4 times per week	3	6.0
Sometimes: once per week	2	4.0
Rarely: 1-2 times per semester	7	14.0
Never	38	76.0
Total	50	100.0
No Response	6	
N/A	11	
Total	67	

11m. Other

	Frequency
RT open lab: "Often: 2-4 times per week"	2

12. Did you participate in job shadowing at UCSD Medical Center?

	Frequency	Percent
Yes	14	22.6
No	48	77.4
Total	62	100.0
No Response	5	
Total	67	

13. Gender:

	Frequency	Percent
Male	21	32.8
Female	43	67.2
Total	64	100.0
No Response	3	
Total	67	

14. Age:

	Frequency	Percent
20-24	21	32.3
25-29	19	29.2
30-49	25	38.5
Total	65	100.0
No Response	2	
Total	67	

15. Ethnicity (mark one):

	Frequency	Percent
White, Non-Hispanic and not of Middle Eastern descent	24	37.5
Filipino	16	25.0
Black	9	14.1
Hispanic	9	14.1
Asian	4	6.3
Native American	1	1.6
Pacific Islander	1	1.6
Total	64	100.0
No Response	3	
Total	67	

16a. Primary Language (mark one)

	Frequency	Percent
English	50	86.2
Russian	2	3.4
Spanish	2	3.4
Other	4	6.9
Total	58	100.0
No Response	9	
Total	67	

16b. Primary Language (other)

	Frequency
Tagalog	2
Serbian	1
Vietnamese	1

APPENDIX 7

Enrollment by Gender												
Gender	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	93	68.4%	110	64.0%	147	80.8%	192	69.1%	215	64.2%	226	62.8%
Male	43	31.6%	62	36.0%	35	19.2%	81	29.1%	111	33.1%	132	36.6%
Not Reported	0	0.0%	0	0.0%	0	0.0%	5	1.8%	9	2.7%	3	0.8%
Total	136	100.0%	172	100.0%	182	100.0%	278	100.0%	335	100.0%	361	100.0%

Enrollment by Gender (Unduplicated)												
Gender	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	26	68.4%	25	61.0%	37	78.7%	45	70.3%	49	62.8%	53	63.1%
Male	12	31.6%	16	39.0%	10	21.3%	18	28.1%	27	34.6%	30	35.7%
Not Reported	0	0.0%	0	0.0%	0	0.0%	1	1.6%	2	2.6%	1	1.2%
Total	38	100.0%	41	100.0%	47	100.0%	64	100.0%	78	100.0%	84	100.0%

Age	Enrollment by Age											
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 20	0	0.0%	5	2.9%	5	2.7%	8	2.9%	9	2.7%	0	0.0%
20 - 24	41	30.1%	46	26.7%	57	31.3%	85	30.6%	77	23.0%	125	34.6%
25 - 29	42	30.9%	59	34.3%	72	39.6%	95	34.2%	120	35.8%	88	24.4%
30 - 49	53	39.0%	62	36.0%	46	25.3%	81	29.1%	120	35.8%	144	39.9%
50+	0	0.0%	0	0.0%	2	1.1%	9	3.2%	9	2.7%	4	1.1%
Total	136	100.0%	172	100.0%	182	100.0%	278	100.0%	335	100.0%	361	100.0%

Age	Enrollment by Age (Unduplicated)											
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 20	0	0.0%	1	2.4%	1	2.1%	2	3.1%	2	2.6%	0	0.0%
20 - 24	12	31.6%	10	24.4%	15	31.9%	21	32.8%	17	21.8%	29	34.5%
25 - 29	11	28.9%	15	36.6%	18	38.3%	21	32.8%	30	38.5%	20	23.8%
30 - 49	15	39.5%	15	36.6%	12	25.5%	18	28.1%	27	34.6%	34	40.5%
50+	0	0.0%	0	0.0%	1	2.1%	2	3.1%	2	2.6%	1	1.2%
Total	38	100.0%	41	100.0%	47	100.0%	64	100.0%	78	100.0%	84	100.0%

Course Success	Year/Semester	% of N in Course		Course Success	Year/Semester	% of N in Course		
		N	Success			N	Success	
Success	2000 - Spring	150	92.00%	Withdrawal	2000 - Spring	10	6.10%	
	2000 - Fall	110	91.70%		2000 - Fall	4	3.30%	
	2001 - Spring	147	99.30%		2001 - Spring	1	0.70%	
	2001 - Fall	120	93.80%		2001 - Fall	5	3.90%	
	2002 - Spring	140	95.90%		2002 - Spring	3	2.10%	
	2002 - Fall	140	97.90%		2002 - Fall	2	1.40%	
	2003 - Spring	137	98.60%		2003 - Spring	2	1.40%	
	2003 - Fall	142	91.00%		2003 - Fall	6	3.80%	
	2004 - Spring	131	97.80%		2004 - Spring	3	2.20%	
	2004 - Summer	1	20.00%		2004 - Summer	3	60.00%	
	2004 - Fall	216	93.90%		2004 - Fall	6	2.60%	
	2005 - Spring	206	90.40%		2005 - Spring	20	8.80%	
	2005 - Summer	3	75.00%		2005 - Fall	4	1.50%	
	2005 - Fall	267	97.80%		2006 - Spring	3	1.10%	
	2006 - Spring	262	96.70%		2006 - Fall	4	1.40%	
	2006 - Summer	4	100.00%		2007 - Spring	6	2.00%	
	2006 - Fall	289	98.00%		2007 - Fall	11	3.50%	
	2007 - Spring	292	96.70%		Total	93	2.90%	
	2007 - Summer	2	100.00%		Total	2000 - Spring	163	100.00%
	2007 - Fall	300	94.90%			2000 - Fall	120	100.00%
Total	3059	95.40%	2001 - Spring	148		100.00%		
No Success	2000 - Spring	3	1.80%	2001 - Fall		128	100.00%	
	2000 - Fall	6	5.00%	2002 - Spring		146	100.00%	
	2001 - Fall	3	2.30%	2002 - Fall		143	100.00%	
	2002 - Spring	3	2.10%	2003 - Spring		139	100.00%	
	2002 - Fall	1	0.70%	2003 - Fall		156	100.00%	
	2003 - Fall	8	5.10%	2004 - Spring		134	100.00%	
	2004 - Summer	1	20.00%	2004 - Summer		5	100.00%	
	2004 - Fall	8	3.50%	2004 - Fall		230	100.00%	
	2005 - Spring	2	0.90%	2005 - Spring		228	100.00%	
	2005 - Summer	1	25.00%	2005 - Summer		4	100.00%	
	2005 - Fall	2	0.70%	2005 - Fall		273	100.00%	
	2006 - Spring	6	2.20%	2006 - Spring		271	100.00%	
	2006 - Fall	2	0.70%	2006 - Summer		4	100.00%	
	2007 - Spring	4	1.30%	2006 - Fall		295	100.00%	
	2007 - Fall	5	1.60%	2007 - Spring		302	100.00%	
	Total	55	1.70%	2007 - Summer		2	100.00%	
				2007 - Fall		316	100.00%	
			Total	3207	100.00%			

Ethnicity	Enrollment by Ethnicity											
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	12	8.8%	28	16.3%	15	8.2%	19	6.8%	13	3.9%	15	4.2%
Black non-Hispanic	13	9.6%	16	9.3%	17	9.3%	8	2.9%	23	6.9%	53	14.7%
Filipino	28	20.6%	29	16.9%	32	17.6%	66	23.7%	97	29.0%	76	21.1%
Hispanic	25	18.4%	27	15.7%	35	19.2%	63	22.7%	59	17.6%	62	17.2%
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	4	2.9%	9	5.2%	5	2.7%	5	1.8%	4	1.2%	19	5.3%
Pacific Islander	0	0.0%	0	0.0%	5	2.7%	3	1.1%	0	0.0%	5	1.4%
White non-Hispanic	54	39.7%	63	36.6%	68	37.4%	96	34.5%	120	35.8%	120	33.2%
Unknown	0	0.0%	0	0.0%	5	2.7%	18	6.5%	19	5.7%	11	3.0%
Total	136	100%	172	100%	182	100%	278	100%	335	100%	361	100%

Ethnicity	Enrollment by Ethnicity (Unduplicated)											
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	4	10.5%	6	14.6%	4	8.5%	5	7.8%	3	3.8%	3	6.5%
Black non-Hispanic	3	7.9%	4	9.8%	4	8.5%	2	3.1%	5	6.4%	8	17.4%
Filipino	8	21.1%	8	19.5%	8	17.0%	15	23.4%	22	28.2%	10	21.7%
Hispanic	7	18.4%	6	14.6%	9	19.1%	14	21.9%	14	17.9%	9	19.6%
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	1	2.6%	2	4.9%	2	4.3%	1	1.6%	1	1.3%	4	8.7%
Pacific Islander	0	0.0%	0	0.0%	1	2.1%	1	1.6%	0	0.0%	1	2.2%
White non-Hispanic	15	39.5%	15	36.6%	18	38.3%	22	34.4%	28	35.9%	10	21.7%
Unknown	0	0.0%	0	0.0%	1	2.1%	4	6.3%	5	6.4%	1	2.2%
Total	38	100%	41	100%	47	100%	64	100%	78	100%	46	100%

APPENDIX 8

Grossmont College

Efficiency

(Earned WSCH/FTEF)

	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring	2006 - Fall	2007 - Spring
LIR	N/A	N/A	N/A	N/A	373	N/A	164	373	239	294	313	373
MATH	592	572	629	584	613	565	593	489	545	462	533	469
MCOM	386	396	402	421	391	405	395	399	363	375	348	414
MM	255	270	N/A	291	N/A	206	N/A	137	N/A	N/A	N/A	326
MUS	473	464	462	481	465	499	472	487	430	414	403	414
NURS	271	248	247	228	253	235	250	254	207	241	245	290
OCEA	528	424	495	453	509	547	473	518	518	536	473	448
OTA	220	122	187	212	245	238	241	218	303	390	319	269
PDC	470	470	452	386	416	391	438	342	431	331	378	337
PDSS	739	640	1739	849	842	1831	802	1577	1730	1486	1622	1578
PHIL	541	594	560	588	595	594	539	490	468	422	457	427
PHYC	405	378	482	444	444	402	452	387	403	371	403	429
POSC	596	627	665	622	641	638	637	602	526	506	528	530
PSC	572	486	609	492	572	648	600	568	512	414	467	420
PSY	651	673	704	709	684	638	627	622	579	545	575	528
RELG	564	675	520	621	483	576	515	591	413	413	511	453
RESP	173	158	166	150	182	144	209	184	230	188	231	190
RUSS	234	271	349	344	335	330	335	297	271	230	207	236
SCI	422	499	508	579	598	489	505	394	515	384	474	446
SLPA	225	255	262	195	220	195	268	215	208	184	343	279
SOC	673	630	716	668	680	681	662	568	603	457	535	519
SPAN	384	401	402	384	397	368	362	352	333	330	340	329
SPDV	109	100	103	112	83	108	68	88	58	92	48	56
THTR	324	338	308	312	309	303	313	295	299	287	270	281
Total	470	468	493	478	492	472	474	442	440	411	436	409

APPENDIX 9

Degrees Awarded

2001		
Spring	Summer	Fall
16	1	1
18		
2002		
Spring	Summer	Fall
21	1	0
22		
2003		
Spring	Summer	Fall
13	0	1
14		
2004		
Spring	Summer	Fall
18	1	0
19		
2005		
Spring	Summer	Fall
20	2	1
23		
2006		
Spring	Summer	Fall
33	2	0
35		

APPENDIX 10

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Benny Castro	Power of Excellence – Leadership Development Retreat – UCSD Med. Center	Leadership Training
	8 th Annual UCSD RespiCare Mechanical Ventilator Conference	Update on mechanical ventilation techniques
	4 th Leadership Development Conference – Commitment to Service – UCSD Med Center	Leadership Training
	Legal Obligation & Ethical Responsibilities	Required licensure ethics course
	UCSD Leadership Development Conference	Leadership Training
	54 th AARC Respiratory Congress	National Professional Conference
	The Power of Recognition – UCSD Med Center	Leadership Training
	Family Care Center Conference – UCSD Med Center	Conference dealing with issues surrounding the fragile newborn.
Joel Catungal	ACLS Recertification	Required advanced resuscitation training
	BLS Recertification	Required resuscitation training
	Vision BIPAP Ventilatory Course	Noninvasive technique for ventilating a patient
	CSRC Ethics Course	Required Ethics course for state licensure
	UCSD Ventilator Conference	New techniques for ventilator and management

Name	Activity	Relevance
Lien Chau	UCSD Mechanical Ventilation Conference	New ventilator techniques in patient management
	PPD Skin Testing Certification	Required certification
	Oximetry Seminar	New insights in use of pulse oximeters
	Sharp Pulmonary Conference	Update knowledge in Respiratory Care
	Am. Heart Assoc. Changes to CPR & ACL	Update knowledge in resuscitation techniques
	ACL's Renewal	Renewal of required ACLs certificate
	Ventilator Updates 2008	New techniques in ventilator management
	Legal Obligations & Ethical Responsibilities	Required Ethics Course for State licensure
	Pulmonary Care Conference	Update on patient care management
Debbie Dennington 53	E Neonatal Review Course – 5 hours	Disease and treatment review for Neonatal Respiratory Care
	CSRC Neonatal Pediatrics Conference	Updating knowledge in Neonatal and Pediatrics Respiratory Care
	Provider Family Alliance Course – UCSD	Strategies for working with parents, families of fragile infants
Rebecca Handley	AARC Online Course	Required CEU's for licensure
	Grant Writing Course	For possible grants in the future
	Mechanical Ventilation Course	Updating knowledge of mechanical Ventilation
	NRP Instructor	Teaching students and awarding NRP Certificate
	Little League "Mom"	Community involvement

Name	Activity	Relevance
Kathy Johnson	Intubation and Airway Skills	Review of intubation techniques
	S.T.A.B.L.E	Stabilizing the patient
	AARC Annual International Congress	Updated knowledge in all areas of Respiratory Care
	Legal Obligations & Ethical Responsibilities of RCP's in CA	Required Ethics course for state licensure
	Advances in Non-invasive Ventilation in Acute Care	Noninvasive techniques for ventilating patients
Doug Morris	Hill ROM Vest Therapy and Cystic Fibrosis	Secretion Management technique in Cystic Fibrosis
	National Asthma Conference - Prep for the Asthma Educator Certificate	4 day conference for Preparation of the AE-C test
Donna Murphy	Program Committee Member for CSRC Convention	State professional organizational CSRC leadership position
164	Planner for Summer Seminar	Professional leadership position
	Ethics & Law Presenter (CSRC)	Required Ethics course for state
	AARC International Conference and Presented 2 Abstracts	Presented 2 papers at the International Professional Conference
	AARC Summer Forum -	Presenter and participant at national
	- Workshop presenter on Precepting	Professional meeting for managers and educators
	Sharp Healthcare Pulmonary Conference	Update knowledge in Respiratory Care
	Preceptor Program Presenter	Presenter for RT Preceptorship Course
	PALs Instructor	Instructor for Pediatric Resuscitation course
	ACLS Instructor	Instructor for Advance Life Support Resuscitation course
	NRP Instructor	Instructor for Neonatal Resuscitation
	"Traveling with Oxygen" Seminar Presenter	Presenter on Respiratory course aspects of ambulatory O ₂ therapy

Name	Activity	Relevance
Donna Murphy (continue)	Program Committee for ALA Asthma Camp & Medical staff for Asthma Camp	
	Program Committee for ALA Walk for Life	Committee member to organize a walk to support the ALA
	CSRC Membership Chairman	Professional appointment for state organization, CSRC
	Host of Student Night – CSRC	Organized a student night by the professional organization, CSRC
David Page	CSRC Ethics Course	Required Ethics course for state licensure
	UCSD – Evidence Based Practice Resources	Seminar on finding resources to back therapy
	UCSD – De-escalating the situation	Anger management/conflict resolution course
	UCSD – Rapid Response Team Course	How to respond in a large scale emergency
165	UCSD – Annual Nursing Update for Allied Health Personnel	Nursing update for non-nursing personnel
Lorenda Seibold-Phalan	Tech Ed Conference 2008	Lectures & exhibits on high tech equipment in the classroom
	12 th Annual Healthcare Educator's Institute, 2008	3 day seminar on issues dealing with Health Education
	2008 AARC International Congress	National professional conference
	BiPAP Vision Workshop, 2009	Workshop on Respiratory equipment
	Region 10 – Perkins & Accountability Issue (VTEA)	Workshop on VTEA requirements
	UCSD Respiratory Care Mechanical Ventilations Course, 2008	Update on techniques and new ventilation modes
	Spring 2008 Collaboration Workshop – RAHSI	Workshop with High School Science teachers and counselors – Tech Prep Grant
	Fall 2008 Collaboration Workshop Presenter – RAHSI	Presenter to High School Teachers & Counselors

Name	Activity	Relevance
Lorenda Seibold-Phalan (continue)	USCD Respiratory Care Mechanical Ventilation Course, 2007	Update on techniques and new ventilation modes
	CSRC State Convention, 2007	State professional conference
	2006 AARC International Congress	National professional Conference
	GUHSD Health Advisory Board (member since 2004)	Advisory Board for medical Biology and Chemistry courses in East County High Schools
	GC Bookstore Committee	Current faculty representative
	GC Marketing Committee	Current faculty representative
	Respiratory Therapy Club Advisor	Faculty Advisor Since 1995
	CERT Medical Team Volunteer	3 Medical Missions -- Summer -- 2004 -- Peru and Summer -- 2005 -- Peru and January -- 2007 -- Mexico
166	CABC Orchestra	Violinist with College Ave Baptist Church Orchestra
Jacqui Soucy	Neonatal/Pediatric Home Study Course	Relevant material on Neonatal/Pediatric patient management
	Sharp Leadership Development Course	Leadership Training Course
	Pulmonary Care Conference	Update on patient care management
	CA Perinatal Quality Care Collaborative Workshop	Workshop related to care of the mother, fetus & neonate
	Ventilator Strategies	New techniques for ventilator management
Peggy Wells	Mechanical Ventilation Update	Ventilator techniques in patient management
	Titration 101: How to Titrate Patients with Complicated Sleep Disorders	Seminar on use of oxygen in sleep disorders
	Titration 101: How to Titrate C-flex and Bi-flex -- Sleep Study Techniques	Sleep Study Techniques

Name	Activity	Relevance
Peggy Wells (continued)	A Paradigm Shift and the Evolution of NAVA	New techniques for mechanical ventilation
	AARC Annual International Convention	Update knowledge in the field of respiratory care
	Member – Foothills United Methodist Church, Bell Chair, Mission Committee and Mission Work Group, Church Camp Counselor, Twice traveled to Louisiana to help Hurricane Katrina Clean-up.	Active member of her community
Barry Winn	Fringe Benefits Committee	District Committee
	Professional Relations	Received training to assist faculty & staff with conflicts @ GC
	UCSD Mechanical Ventilation Conference	Daylong seminar on ventilator management
	Cryptogenic Pneumonia – UCSD	Gave lecture on this type of Pneumonia
167	Pulmonary Burn – UCSD	Gave lecture on Pulmonary Burns
	Sarcoidosis – UCSD	Gave lecture on Sarcoidosis
	Asthma – UCSD	Gave lecture on Asthma Management
	UCSD RT Staff – Registry Review Course	Instructor for this course @ UCSD Medical Center

APPENDIX 11

**RESPIRATORY THERAPY
GROSSMONT COLLEGE**

March 18, 2008

**MINIMUM QUALIFICATIONS & EQUIVALENCIES
FOR RESPIRATORY THERAPY FACULTY**

**I. MINIMUM QUALIFICATIONS FOR FULL TIME AND ADJUNCT
FACULTY**

**(From Minimum Qualifications for Faculty & Administrators in California
Community Colleges, Section 3, Disciplines in Which A Master's Degree is not
Generally Expected or Available.)**

A. Education/Experience

1. Minimum of a Bachelor's Degree and two years full-time experience in teaching or the clinical practice of Respiratory Therapy. **Note:** If the instructor will be hired as the Program Director (Coordinator) or Director of Clinical Education, a bachelor's degree is required by the Committee on Accreditation for Respiratory Care (CoARC).

OR

2. Associate's Degree in Respiratory Therapy and six years full-time experience in teaching or the clinical practice of Respiratory Therapy.

AND

B. Certification/Registry Credential

1. Registered Respiratory Therapist (RRT) as demonstrated by successful completion of the professional registry examination conducted by the National Board of Respiratory Care (NBRC).

AND

2. Candidate must be licensed through the Respiratory Care Board of California (RCB) or eligible to be licensed in the State of California.

II. EQUIVALENCY TO MINIMUM QUALIFICATIONS

A. Education/Experience

1. Per the State Chancellor's Minimum Qualifications and Equivalencies, if the candidate has worked more than full time in a year (i.e. one full time job plus one part time job) as a Respiratory Therapist, all the time worked will be counted towards the employment time requirement.

B. Certification/Registry Credential

1. No equivalent

**DISCIPLINES IN WHICH
A MASTER'S DEGREE IS NOT
GENERALLY EXPECTED
OR AVAILABLE**

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Please see other notes at the beginning of "Disciplines Requiring A Master's Degree."

The list of "areas also included in the discipline" is not exhaustive. Only those areas are included for which it might not be clear otherwise whether they were intended to be included.

Discipline	Areas also included in the discipline
Addiction Paraprofessional Training:	
Administration of Justice:	Police science, corrections, law enforcement
Aeronautics:	Airframe and powerplant, aircraft mechanics, aeronautical engineering technician, avionics
Agricultural Business and Related Services:	Inspection, pest control, food processing/meat cutting
Agricultural Engineering:	Equipment and machinery, farm mechanics
Agricultural Production:	Animal science, plant science, beekeeping, aquaculture
Air Conditioning, Refrigeration, Heating:	Solar energy technician
Animal Training and Management:	Exotic animal training
Appliance Repair:	Vending machines
Archaeological Technology:	
Architecture:	

Discipline	Areas also included in the discipline
Athletic Training:	<i>(Note: This discipline listing applies only to instructors teaching apportionment generating courses in the subject of athletic training. Non-apportionment-generating athletic training activity is not subject to minimum qualifications.)</i>
Auto Body Technology:	Antique and classic auto restoration
Automotive Technology:	
Aviation:	Flight, navigation, ground school, air traffic control
Banking and Finance:	
Barbering:	
Bicycle Repair:	
Bookbinding:	
Broadcasting Technology:	Film making/video, media production, radio/TV
Building Codes and Regulations:	Inspecting of construction, building codes, contractor training
Building Maintenance:	
Business Machine Technology:	
Cabinet Making:	
Cardiovascular Technology:	
Carpentry:	
Ceramic Technology:	
Coaching:	
Commercial Art:	Sign making, lettering, packaging, rendering

Disciplines in Which A Master's Degree is not Generally Expected or Available

Discipline	Areas also included in the discipline
Commercial Music:	
Computer Information Systems:	Computer network installation, microcomputer technology, computer applications
Computer Service Technology:	
Construction Management:	
Construction Technology:	
Cosmetology:	
Court Interpreting:	
Court Reporting:	
Culinary Arts/Food Technology:	Food service, meat cutting, baking, waiter/waitressing, bar tending
Dental Technology:	Dental assisting, dental hygiene
Diagnostic Medical Technology:	Diagnostic medical sonography, neurodiagnostic technology, polysonographic technology
Diesel Mechanics:	
Dietetic Technician:	
Drafting:	<i>CADD (Computer Aided Drafting/Design), CAD (Computer Aided Design), CAD (Computer Aided Drafting)</i>
Electricity:	Electrical power distribution
Electromechanical Technology:	Industrial mechanical technology

Discipline	Areas also included in the discipline
Electromicroscopy:	
Electronics:	
Electronic Technology:	Radio, television, computer repair, avionics
Electroplating:	
Emergency Medical Technologies:	
Engineering Support:	Surveying, engineering aides
Environmental Technologies:	Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment
Equine Science:	Equine training, equitation, farrier science, pack horse management
Estimating:	
Fabric Care:	Laundry and dry cleaning
Fashion and Related Technologies:	Merchandising, design, production
Fire Technology:	
Flight Attendant Training:	
Fluid Mechanics Technology:	
Folk Dance:	
Forestry/Natural Resources:	Range management soil, air and water resources; fish/wildlife management; parks and recreation

*Disciplines in Which A Master's Degree is not
Generally Expected or Available*

Discipline	Areas also included in the discipline
Furniture Making:	
Graphic Arts:	Desktop publishing
Gunsmithing:	
Health Care Ancillaries:	Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy
Health Information Technology:	Medical record technology
Heavy Duty Equipment Mechanics:	
Hotel and Motel Services:	
Industrial Design:	
Industrial Maintenance:	
Industrial Relations:	
Industrial Safety:	
Industrial Technology:	Foundry occupations
Insurance:	
Interior Design:	
Janitorial Services:	
Jewelry:	
Labor Relations:	
Legal Assisting:	Paralegal

Discipline	Areas also included in the discipline
Library Technology:	
Licensed Vocational Nursing:	
Locksmithing:	
Machine Tool Technology:	Tool and die making
Manufacturing Technology:	Quality control, process control
Marine Diving Technology:	
Marine Engine Technology:	
Martial Arts/Self-Defense:	
Masonry:	Concrete, cement work, bricklaying
Materials Testing Technology:	Destructive testing or nondestructive examination
Media Production:	Also see Broadcasting Technology
Medical Instrument Repair:	
Mining and Metallurgy:	Oil field operations
Mortuary Science:	
Motorcycle Repair:	
Multimedia:	
Music Management:	
Music Merchandising:	
Musical Instrument Repair:	

*Disciplines in Which A Master's Degree is not
Generally Expected or Available*

Discipline	Areas also included in the discipline
Nursing Science/ Clinical Practice:	
Occupational Therapy Assisting:	
Office Technologies:	Secretarial skills, office systems, word processing, computer applications, automated office training
Ornamental Horticulture:	Landscape horticulture, design, maintenance, landscape architecture, floristry, floral design
Pharmacy Technology:	
Photographic Technology/ Commercial Photography:	
Physical Therapy Assisting:	
Piano Tuning and Repair:	
Plastics:	
Plumbing:	
Printing Technology:	Typography, composition, printing
Private Security:	Security management, safety/accident control, hazardous substance management crime prevention
Prosthetics and Orthotics:	
Psychiatric Technician:	
Public Relations:	
Radiological Technology:	
Radiation Therapy:	

Discipline	Areas also included in the discipline
Real Estate:	
Registered Veterinary Technician:	
Rehabilitation Technician:	
Respiratory Technician:	
Respiratory Technologies:	
Restaurant Management:	
Retailing:	Purchasing, merchandising, sales
Robotics:	Computer integrated manufacturing
Sanitation and Public Health Technology:	
Search and Rescue:	
Sheet Metal:	
Ship and Boat Building and Repair:	
Shoe Rebuilding:	
Sign Language, American:	
Sign Language/ English Interpreting:	
Small Business Development:	Entrepreneurship
Small Engine Mechanics:	
Stagecraft:	

*Disciplines in Which A Master's Degree is not
Generally Expected or Available*

Discipline	Areas also included in the discipline
Steamfitting:	
Surgical Technology:	
Telecommunication Technology:	
Transportation:	
Travel Services:	Dispatching
Upholstering:	
Vision Care Technology:	
Watch and Clock Repair:	
Welding:	

APPENDIX 12

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
***** OTA	1.272	660.00	518.86	280.00	220.12	42.42		
RESP105 121000	.267	140.00	524.34	68.00	254.68	48.57		
RESP108 121000	.500	135.00	270.00	144.00	288.00	106.66		
RESP114 121000	.133	70.00	526.31	32.00	240.60	45.71		
RESP205 121000	.267	120.00	449.43	84.00	314.60	70.00		
RESP208 121000	.650	225.00	346.15	157.50	242.30	70.00		
RESP222 121000	2.100	315.00	150.00	220.50	105.00	70.00		
***** RESP	3.917	1005.00	256.57	706.00	180.23	70.24		
SLPA100 122000	.267	180.00	674.15	44.00	164.79	24.44		
SLPA115 122000	.133	90.00	676.69	46.00	345.86	51.11		
***** SLPA	.400	270.00	675.00	90.00	225.00	33.33		
***** BUSINESS AND PROFESSIONAL STUDIES *****	63.440	33148.50	522.51	26095.00	411.33	78.72		

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REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 102	210500	.364	112.00	307.10	91.00	249.52	81.25
AOJ 103	210500	.470	190.97	406.31	109.13	232.19	57.14
AOJ 200	210500	.200	135.00	675.00	60.00	300.00	44.44
*****	AOJ	1.034	437.97	423.28	260.13	251.40	59.39
BOT 299	051400	.067	30.00	447.76	4.00	59.70	13.33
*****	BOT	.067	30.00	447.76	4.00	59.70	13.33
BUS 120	050200	.267	100.00	374.53	86.00	322.09	86.00
BUS 121	050200	.267	100.00	374.53	112.00	419.47	112.00
BUS 164	051400	.133	60.00	451.12	34.00	255.63	56.66
BUS 251	050990	.133	60.00	451.12	64.00	481.20	106.66
BUS 299	051400	.233	186.75	801.50	29.00	124.46	15.52
*****	BUS	1.033	506.75	490.56	325.00	314.61	64.13
CA 163	130630	.067	25.00	373.13	30.00	447.76	120.00
*****	CA	.067	25.00	373.13	30.00	447.76	120.00
CD 101	130510	.067	30.00	447.76	16.25	242.53	54.16
CD 125	130510	.200	105.00	525.00	99.00	495.00	94.28
CD 131	130510	.200	202.50	1012.50	112.50	562.50	55.55
CD 148	130510	.200	135.00	675.00	90.00	450.00	66.66
CD 299	130510	.166	112.22	676.02	87.27	525.72	77.76
*****	CD	.833	584.72	701.94	405.02	486.21	69.26
CSIS142	070300	.266	96.00	360.90	84.00	315.78	87.50
CSIS143	070300	.266	96.00	360.90	62.00	233.08	64.58
CSIS145	070300	.133	48.00	360.90	26.00	195.48	54.16
CSIS174B	070300	.133	48.00	360.90	46.00	345.86	95.83
CSIS274B	070300	.266	148.00	556.39	56.00	210.52	37.83
CSIS275B	070300	.133	100.00	751.87	28.00	210.52	28.00
*****	CSIS	1.197	536.00	447.78	302.00	252.29	56.34
HESC110	219900	.200	75.00	375.00	46.50	232.50	62.00
HESC299	219900	2.050	791.25	385.97	593.44	289.48	75.00
*****	HESC	2.250	866.25	385.00	639.94	284.41	73.87
NURS223	120300	3.016	680.00	225.41	660.00	218.78	97.05
NURS225	120300	3.116	724.50	232.45	736.00	236.14	101.58
NURS299	120300	.268	80.00	298.50	55.00	205.22	68.75
*****	NURS	6.401	1484.50	231.90	1451.00	226.67	97.74
RESP112	121000	.450	120.00	266.66	48.00	106.66	40.00
*****	RESP	.450	120.00	266.66	48.00	106.66	40.00

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS296	070300	.350	144.00	411.42	126.00	360.00	87.50
CSIS297	070300	.350	144.00	411.42	96.00	274.28	66.66
CSIS299	070300	.600	216.00	360.00	183.00	305.00	84.72
***** CSIS		16.619	8776.00	528.07	7195.50	432.96	81.99
CVTE107	121300	.067	25.00	373.13	15.00	223.88	60.00
CVTE110	121300	.133	120.00	902.25	78.00	586.46	65.00
CVTE111	121300	.267	240.00	898.87	156.00	584.26	65.00
CVTE112	121300	1.033	480.00	464.66	304.00	294.28	63.33
CVTE113	121300	.517	240.00	464.21	156.00	301.74	65.00
CVTE210	121300	.583	300.00	514.57	155.00	265.86	51.66
CVTE211	121300	.350	120.00	342.85	90.00	257.14	75.00
CVTE212	121300	.350	90.00	257.14	48.00	137.14	53.33
CVTE213	121300	.350	120.00	342.85	60.00	171.42	50.00
CVTE215	121300	2.175	900.00	413.79	480.00	220.68	53.33
CVTE299	121300	.067	50.00	746.26	10.00	149.25	20.00
***** CVTE		5.892	2685.00	455.70	1552.00	263.40	57.80
FS 110	130400	.200	120.00	600.00	111.00	555.00	92.50
FS 115	130400	.200	120.00	600.00	102.00	510.00	85.00
FS 120	130400	.400	270.00	675.00	213.00	532.50	78.88
FS 299	130400	.267	155.00	580.52	62.00	232.20	40.00
***** FS		1.067	665.00	623.24	488.00	457.35	73.38
HESC110	219900	.200	120.00	600.00	120.00	600.00	100.00
HESC150	219900	.200	120.00	600.00	75.00	375.00	62.50
HESC205	219900	.133	80.00	601.50	30.00	225.56	37.50
HESC206	219900	.200	120.00	600.00	45.00	225.00	37.50
***** HESC		.733	440.00	600.27	270.00	368.34	61.36
MM 299	069900	.200	60.00	300.00	54.00	270.00	90.00
***** MM		.200	60.00	300.00	54.00	270.00	90.00
NURS118	120300	.133	270.00	275.84	58.00	436.09	5800.00
NURS120	120300	.978	90.00	909.09	270.00	275.84	100.00
NURS131	120300	.099	270.00	1200.00	85.50	863.63	95.00
NURS155B	120300	.225	6.00	6.00	270.00	1200.00	100.00
NURS199	120300	.225	270.00	1200.00	6.00	6.00	100.00
NURS255B	120300	.225	157.50	700.00	108.00	480.00	40.00
NURS265B	120300	.225	1063.50	563.95	85.50	380.00	54.28
***** NURS		1.885	1063.50	563.95	883.00	468.23	83.02
OTA 100	121800	.133	70.00	526.31	32.00	240.60	45.71
OTA 120	121800	.133	70.00	526.31	12.00	90.22	17.14
OTA 130	121800	.350	210.00	600.00	36.00	102.85	17.14
OTA 140	121800	.283	175.00	618.37	30.00	106.00	17.14
***** OTA		.899	525.00	583.98	110.00	122.35	20.95
RESP116	121000	.200	108.00	540.00	45.00	225.00	41.66
RESP118	121000	.425	135.00	317.64	105.00	247.05	77.77

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 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
RESP122	121000	1.350	315.00	233.33	126.00	93.33	40.00
RESP232	121000	2.100	367.50	175.00	220.50	105.00	60.00
RESP250	121000	.200	105.00	525.00	120.00	600.00	114.28
RESP260	121000	.133	70.00	526.31	42.00	315.78	60.00
RESP268	121000	.150	93.00	620.00	63.00	420.00	67.74
*****	RESP	4.558	1193.50	261.84	721.50	158.29	60.45
SLPA100	122000	.267	140.00	524.34	68.00	254.68	48.57
*****	SLPA	.267	140.00	524.34	68.00	254.68	48.57

***** BUSINESS AND PROFESSIONAL STUDIES *****
 58.749 32150.00 547.23 25064.00 426.62 77.95

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 DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
***** CSIS	15.855	8276.00	521.98	6398.50	403.56	77.31
CVTE100	.133	120.00	902.25	110.00	827.06	91.66
CVTE101	.267	240.00	898.87	220.00	823.97	91.66
CVTE102	1.033	480.00	464.66	440.00	425.94	91.66
CVTE103	.517	240.00	464.21	216.00	417.79	90.00
CVTE200	.433	150.00	346.42	160.00	369.51	106.66
CVTE201	.350	108.00	308.57	96.00	274.28	88.88
CVTE202	.350	102.00	291.42	60.00	171.42	58.82
CVTE203	.350	102.00	291.42	90.00	257.14	88.23
CVTE205	1.875	750.00	400.00	555.00	296.00	74.00
CVTE208	.183	75.00	409.83	30.00	163.93	40.00
***** CVTE	5.491	2367.00	431.06	1977.00	360.04	83.52
FS 110	.200	150.00	750.00	135.00	675.00	90.00
FS 115	.200	120.00	600.00	117.00	585.00	97.50
FS 120	.400	285.00	712.50	246.00	615.00	86.31
***** FS	.800	555.00	693.75	498.00	622.50	89.72
HESC110	.300	240.00	800.00	150.00	500.00	62.50
HESC150	.200	90.00	450.00	93.00	465.00	103.33
HESC199	.500	339.00	678.00	252.00	504.00	74.33
***** HESC	1.000	678.00	1356.00	495.00	969.00	100.00
NURS120	5.119	877.50	171.41	1080.00	210.97	123.07
NURS155A	.225	292.50	1300.00	297.00	1320.00	101.53
NURS201	.089	49.50	556.17	45.00	505.61	90.90
NURS203	1.442	420.00	291.24	360.00	249.63	85.71
NURS255A	.225	292.50	1300.00	148.50	660.00	50.76
NURS265A	.225	157.50	700.00	76.50	340.00	48.57
***** NURS	7.325	2089.50	285.24	2007.00	273.98	96.05
OTA 100	.133	70.00	526.31	58.00	436.09	82.85
OTA 101	.217	140.00	645.16	52.00	239.63	37.14
OTA 110	.350	210.00	600.00	78.00	222.85	37.14
OTA 210	.222	96.00	432.43	20.00	90.09	20.83
OTA 220	.283	120.00	424.02	25.00	88.33	20.83
OTA 230	.067	24.00	358.20	5.00	74.62	20.83
***** OTA	1.272	660.00	518.86	238.00	187.10	36.06
RESP105	.267	140.00	524.34	92.00	344.56	65.71
RESP108	.800	270.00	337.50	234.00	292.50	86.66
RESP114	.133	70.00	526.31	54.00	406.01	77.14
RESP115	.267	120.00	449.43	56.00	209.73	46.66
RESP208	.425	112.50	264.70	105.00	247.05	93.33
RESP222	2.100	315.00	150.00	147.00	70.00	46.66
***** RESP	3.992	1027.50	257.38	688.00	172.34	66.95
SLPA100	.267	120.00	449.43	80.00	299.62	66.66
SLPA200	.267	180.00	674.15	60.00	224.71	33.33

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 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** DAILY CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS118 120300	.134	70.00	522.38	74.00	552.23	105.71
NURS119 120300	.134	70.00	522.38	44.00	328.35	62.85
NURS135 120300	.718	120.00	167.06	126.00	175.41	105.00
NURS205 120300	.993	180.00	181.26	180.00	181.26	100.00
NURS223 120300	3.214	732.00	227.71	692.00	215.27	94.53
NURS225 120300	2.682	690.00	257.22	655.50	244.36	95.00
NURS299 120300	.266	100.00	375.93	70.00	263.15	70.00
***** NURS	8.142	1962.00	240.96	1841.50	226.16	93.85
RESP112 121000	.600	120.00	200.00	75.00	125.00	62.50
***** RESP	.600	120.00	200.00	75.00	125.00	62.50

***** BUSINESS AND PROFESSIONAL STUDIES *****

16.402 5096.76 310.73 4713.64 287.37 92.48

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
CVTE107	121300	.067	25.00	373.13	30.00	447.76	120.00		
CVTE110	121300	.133	120.00	902.25	102.00	766.91	85.00		
CVTE111	121300	.267	240.00	898.87	204.00	764.04	85.00		
CVTE112	121300	1.033	480.00	464.66	408.00	394.96	85.00		
CVTE113	121300	.517	240.00	464.21	204.00	394.58	85.00		
CVTE210	121300	.433	200.00	461.89	160.00	369.51	80.00		
CVTE211	121300	.350	120.00	342.85	96.00	274.28	80.00		
CVTE212	121300	.350	96.00	274.28	60.00	171.42	62.50		
CVTE213	121300	.350	120.00	342.85	78.00	222.85	65.00		
CVTE215	121300	2.250	900.00	400.00	570.00	253.33	63.33		
CVTE218	121300	.183	48.00	262.29	30.00	163.93	62.50		
CVTE230	121300	.133	100.00	751.87	40.00	300.75	40.00		
CVTE		6.066	2689.00	443.29	1982.00	326.73	73.70		
FS 110	130400	.200	150.00	750.00	150.00	750.00	100.00		
FS 115	130400	.400	300.00	750.00	186.00	465.00	62.00		
FS 120	130400	.400	285.00	712.50	198.00	495.00	69.47		
FS		1.000	735.00	735.00	534.00	534.00	72.65		
MM 192	069900	.350	144.00	411.42	102.00	291.42	70.83		
MM		.350	144.00	411.42	102.00	291.42	70.83		
NURS131	120300	.165	120.00	724.63	105.00	634.05	87.50		
NURS155B	120300	.225	360.00	1600.00	76.50	340.00	21.25		
NURS		.390	480.00	1228.87	181.50	464.66	37.81		
OTA 100	121800	.133	70.00	526.31	22.00	165.41	31.42		
OTA 120	121800	.133	70.00	526.31	26.00	195.48	37.14		
OTA 130	121800	.350	210.00	600.00	78.00	222.85	37.14		
OTA 140	121800	.283	175.00	618.37	65.00	229.68	37.14		
OTA		.899	525.00	583.98	191.00	212.45	36.38		
RESP116	121000	.200	105.00	525.00	72.00	360.00	68.57		
RESP118	121000	.650	450.00	692.30	187.50	288.46	41.66		
RESP122	121000	2.250	315.00	140.00	216.00	96.00	68.57		
RESP205	121000	.267	120.00	449.43	56.00	209.73	46.66		
RESP232	121000	1.575	367.50	233.33	147.00	93.33	40.00		
RESP250	121000	.200	105.00	525.00	72.00	360.00	68.57		
RESP268	121000	.150	93.00	620.00	42.00	280.00	45.16		
RESP		5.292	1555.50	293.93	792.50	149.75	50.94		
SLPA100	122000	.267	140.00	524.34	60.00	224.71	42.85		
SLPA110	122000	.267	140.00	524.34	48.00	179.77	34.28		
SLPA205	122000	.267	140.00	524.34	48.00	179.77	34.28		
SLPA		.801	420.00	524.34	156.00	194.75	37.14		

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS296 070300	.350	144.00	411.42	132.00	377.14	91.66
CSIS299 070300	.200	72.00	360.00	48.00	240.00	66.66
***** CSIS	12.923	6858.00	530.66	5683.00	439.74	82.86
CVTE100 121300	.133	120.00	902.25	106.00	796.99	88.33
CVTE101 121300	.267	240.00	898.87	212.00	794.00	88.33
CVTE102 121300	1.033	480.00	464.66	424.00	410.45	88.33
CVTE103 121300	.517	240.00	464.21	212.00	410.05	88.33
CVTE200 121300	.433	200.00	461.89	186.00	429.56	93.00
CVTE201 121300	.350	108.00	308.57	108.00	308.57	100.00
CVTE202 121300	.350	102.00	291.42	108.00	308.57	105.88
CVTE203 121300	.350	102.00	291.42	72.00	205.71	70.58
CVTE205 121300	2.400	750.00	312.50	720.00	300.00	96.00
CVTE208 121300	.183	75.00	409.83	54.00	295.08	72.00
***** CVTE	6.016	2417.00	401.76	2202.00	366.02	91.10
FS 110 130400	.200	120.00	600.00	150.00	750.00	125.00
FS 115 130400	.200	135.00	675.00	114.00	570.00	84.44
FS 120 130400	.400	246.00	615.00	222.00	555.00	90.24
***** FS	.800	501.00	626.25	486.00	607.50	97.00
HESC110 219900	.200	90.00	450.00	84.00	420.00	93.33
HESC150 219900	.200	90.00	450.00	51.00	255.00	56.66
***** HESC	.400	180.00	450.00	135.00	337.50	75.00
NURS120 120300	3.380	810.00	239.60	796.50	235.60	98.33
NURS201 120300	.089	49.50	556.17	45.00	505.61	90.90
NURS203 120300	1.583	480.00	303.22	408.00	257.73	85.00
NURS255A 120300	.225	292.50	1300.00	256.50	1140.00	87.69
NURS265A 120300	.225	157.50	700.00	108.00	480.00	68.57
***** NURS	5.502	1789.50	325.20	1614.00	293.31	90.19
OTA 100 121800	.133	70.00	526.31	44.00	330.82	62.85
OTA 101 121800	.217	140.00	645.16	68.00	313.36	48.57
OTA 110 121800	.350	210.00	600.00	90.00	257.14	42.85
OTA 210 121800	.222	96.00	432.43	44.00	198.19	45.83
OTA 220 121800	.283	120.00	424.02	55.00	194.34	45.83
OTA 230 121800	.067	24.00	358.20	11.00	164.17	45.83
***** OTA	1.272	660.00	518.86	312.00	245.28	47.27
RESP105 121000	.267	140.00	524.34	88.00	329.58	62.85
RESP108 121000	.800	270.00	337.50	198.00	247.50	73.33
RESP114 121000	.133	70.00	526.31	46.00	345.86	65.71
RESP115 121000	.267	120.00	449.43	48.00	329.58	73.33
RESP208 121000	.650	225.00	346.15	165.00	253.84	73.33
RESP222 121000	2.100	315.00	150.00	231.00	110.00	73.33
***** RESP	4.217	1140.00	270.33	816.00	193.50	71.57
SLPA100 122000	.267	140.00	524.34	56.00	209.73	40.00
SLPA115 122000	.133	60.00	451.12	32.00	240.60	53.33

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH	WSCH/FTEF	% OF MAX
RESP112	121000	.600	120.00	120.00	200.00	63.00	63.00	105.00	52.50
*****	RESP	.600	120.00	120.00	200.00	63.00	63.00	105.00	52.50

***** BUSINESS AND PROFESSIONAL STUDIES *****

17.286	5796.38	335.31	5152.40	298.06	88.88
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GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS
 *** ALL SHORT TERM CLASSES ***

DATE: 09-21-2004 11:11:02

REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE112	121300	1.033	480.00	464.66	376.00	363.98	78.33
CVTE113	121300	.584	240.00	410.95	188.00	321.91	78.33
CVTE210	121300	.433	200.00	461.89	179.00	413.39	89.50
CVTE211	121300	.350	120.00	342.85	108.00	308.57	90.00
CVTE212	121300	.350	96.00	274.28	102.00	291.42	106.25
CVTE213	121300	.350	120.00	342.85	66.00	188.57	55.00
CVTE215	121300	2.400	900.00	375.00	690.00	287.50	76.66
CVTE218	121300	.183	48.00	262.29	51.00	278.68	106.25
CVTE230	121300	.133	100.00	751.87	34.00	255.63	34.00
*****	CVTE	6.283	2689.00	427.98	2105.00	335.03	78.28
FS 110	130400	.200	150.00	750.00	144.00	720.00	96.00
FS 115	130400	.200	150.00	750.00	156.00	780.00	104.00
FS 120	130400	.400	285.00	712.50	225.00	562.50	78.94
*****	FS	.800	585.00	731.25	525.00	656.25	89.74
NURS131	120300	.177	90.00	506.75	88.50	498.31	98.33
NURS155B	120300	.225	270.00	1200.00			
*****	NURS	.402	360.00	894.18	88.50	219.82	24.58
OTA 120	121800	.133	70.00	526.31	28.00	210.52	40.00
OTA 130	121800	.350	210.00	600.00	84.00	240.00	40.00
OTA 140	121800	.283	175.00	618.37	70.00	247.34	40.00
*****	OTA	.766	455.00	593.99	182.00	237.59	40.00
RESPI16	121000	.200	105.00	525.00	54.00	270.00	51.42
RESPI18	121000	.650	450.00	692.30	142.50	219.23	31.66
RESPI22	121000	1.800	315.00	175.00	162.00	90.00	51.42
RESPI99	121000	.267	9.00	9.00	9.00	9.00	100.00
RESP205	121000	.267	120.00	449.43	80.00	299.62	66.66
RESP232	121000	2.100	367.50	175.00	210.00	100.00	57.14
RESP250	121000	.200	105.00	525.00	54.00	270.00	51.42
RESP268	121000	.150	93.00	620.00	60.00	400.00	64.51
*****	RESP	5.367	1564.50	291.50	771.50	143.74	49.31
SLPA100	122000	.267	140.00	524.34	56.00	209.73	40.00
SLPA200	122000	.267	140.00	524.34	48.00	179.77	34.28
*****	SLPA	.534	280.00	524.34	104.00	194.75	37.14

***** BUSINESS AND PROFESSIONAL STUDIES *****

52.663 28243.50 536.30 22862.50 434.12 80.94

SUBJECT WSCH ANALYSIS
 RUN ON: 10-31-2005 10:22:57
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
***** CSIS	10.709	5706.00	532.82	4601.00	429.63	80.63		
CVTE100	.133	120.00	902.25	110.00	827.06	91.66		
CVTE101	.267	240.00	898.87	220.00	823.97	91.66		
CVTE102	1.033	480.00	464.66	440.00	425.94	91.66		
CVTE103	.517	240.00	464.21	220.00	425.53	91.66		
CVTE200	.433	150.00	346.42	176.00	406.46	117.33		
CVTE201	.350	108.00	308.57	96.00	274.28	88.88		
CVTE202	.350	102.00	291.42	108.00	308.57	105.88		
CVTE203	.350	102.00	291.42	72.00	205.71	70.58		
CVTE205	2.075	750.00	361.44	690.00	332.53	92.00		
CVTE208	.183	75.00	409.83	57.00	311.47	76.00		
***** CVTE	5.691	2367.00	415.91	2189.00	384.64	92.47		
FS 110	.200	135.00	675.00	141.00	705.00	104.44		
FS 115	.200	135.00	675.00	114.00	570.00	84.44		
FS 120	.400	285.00	712.50	177.00	442.50	62.10		
***** FS	.800	555.00	693.75	432.00	540.00	77.83		
HESC110	.200	90.00	450.00	84.00	420.00	93.33		
HESC150	.200	90.00	450.00	69.00	345.00	76.66		
***** HESC	.400	180.00	450.00	153.00	382.50	85.00		
NURS000	2.408	1020.00	423.55	37.00	37.00	3700.00		
NURS120	.089	52.50	589.88	42.00	282.36	66.66		
NURS201	1.122	420.00	374.33	336.00	471.91	80.00		
NURS203	.225	292.50	1300.00	211.50	299.46	80.00		
NURS255A	.225	157.50	700.00	90.00	940.00	72.30		
NURS255B	.225	157.50	700.00	108.00	400.00	57.14		
NURS265A	4.294	2100.00	489.03	1504.50	480.00	68.57		
***** NURS	1.272	660.00	518.86	306.00	350.35	71.64		
OTA 100	.133	70.00	526.31	36.00	270.67	51.42		
OTA 101	.217	140.00	645.16	56.00	258.06	40.00		
OTA 110	.350	210.00	600.00	84.00	240.00	40.00		
OTA 210	.222	96.00	432.43	52.00	234.23	54.16		
OTA 220	.283	120.00	424.02	65.00	229.68	54.16		
OTA 230	.067	24.00	358.20	13.00	194.02	54.16		
***** OTA	1.272	660.00	518.86	306.00	240.56	46.36		
RESP105	.267	140.00	524.34	172.00	644.19	122.85		
RESP108	1.100	405.00	368.18	387.00	351.81	95.55		
RESP114	.133	90.00	676.69	86.00	646.61	95.55		
RESP115	.267	120.00	449.43	80.00	299.62	66.66		
RESP208	.650	225.00	346.15	142.50	219.23	63.33		
RESP222	2.100	315.00	150.00	199.50	95.00	63.33		
***** RESP	4.517	1295.00	286.69	1067.00	236.21	82.39		
SLPA100	.267	140.00	524.34	100.00	374.53	71.42		
SLPA115	.133	70.00	526.31	40.00	300.75	57.14		
SLPA205	.267	140.00	524.34	56.00	209.73	40.00		

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 102	210500	.308	144.00	467.53	117.00	379.87	81.25	
AOJ 103	210500	.446	227.50	509.06	195.00	436.33	85.71	
AOJ 107	210500	.945	726.00	767.60	703.31	743.61	96.87	
AOJ 110	210500	.400	261.00	652.50	171.00	427.50	65.51	
AOJ 250D	210500	.100	58.50	585.00	19.01	190.10	32.49	
AOJ 262A	210500	.067	50.00	746.26	18.00	268.65	36.00	
*****	AOJ	2.267	1467.00	646.91	1223.32	539.45	83.38	
BUS 120	050200	.267	200.00	749.06	228.00	853.93	114.00	
BUS 121	050200	.267	100.00	374.53	108.00	404.49	108.00	
BUS 251	050990	.134	69.38	517.76	57.81	431.41	83.32	
*****	BUS	.668	369.38	552.96	393.81	589.53	106.61	
CA 163	130630	.067	25.00	373.13	22.00	328.35	88.00	
CA 166	130630	.067	40.00	597.01	25.00	373.13	62.50	
*****	CA	.134	65.00	485.07	47.00	350.74	72.30	
CD 125	130510	.400	330.00	825.00	255.00	637.50	77.27	
CD 128	130510	.200	135.00	675.00	117.00	585.00	86.66	
*****	CD	.600	465.00	775.00	372.00	620.00	80.00	
CSIS142	070300	.266	112.00	421.05	90.00	338.34	80.35	
CSIS143	070300	.266	112.00	421.05	76.00	285.71	67.85	
CSIS144	070300	.133	56.00	421.05	18.00	135.33	32.14	
CSIS145	070300	.133	56.00	421.05	18.00	135.33	32.14	
CSIS172	070300	.133	100.00	751.87	66.00	496.24	66.00	
CSIS173B	070300	.133	100.00	751.87	44.00	330.82	44.00	
CSIS175B	070300	.133	50.00	375.93	31.00	233.08	62.00	
CSIS299	070300	.133	56.00	421.05	40.00	300.75	71.42	
*****	CSIS	1.330	642.00	482.70	383.00	287.96	59.65	
HESC110	219900	.200	150.00	750.00	129.00	645.00	86.00	
HESC150	219900	.200	168.75	843.75	155.25	776.25	92.00	
HESC299	219900	.200	105.00	525.00	36.00	180.00	34.28	
*****	HESC	.600	423.75	706.25	320.25	533.75	75.57	
NURS118	120300	.067	35.00	522.38	28.00	417.91	80.00	
NURS119	120300	.067	35.00	522.38	35.00	522.38	100.00	
NURS140	120300	.266	140.00	526.31	80.00	300.75	57.14	
NURS205	120300	.993	180.00	181.26	156.00	157.09	86.66	
NURS299	120300	5.476	1645.00	300.36	1146.00	209.25	69.66	
*****	NURS	6.869	2035.00	296.23	1445.00	210.34	71.00	
RESP112	121000	1.200	135.00	112.50	129.00	107.50	95.55	
*****	RESP	1.200	135.00	112.50	129.00	107.50	95.55	

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE111	121300	.267	240.00	898.87	196.00	734.08	81.66	
CVTE112	121300	1.033	480.00	464.66	392.00	379.47	81.66	
CVTE113	121300	.517	240.00	464.21	196.00	379.11	81.66	
CVTE210	121300	.433	200.00	461.89	176.00	406.46	88.00	
CVTE211	121300	.350	120.00	342.85	96.00	274.28	80.00	
CVTE212	121300	.350	120.00	274.28	102.00	291.42	106.25	
CVTE213	121300	.350	120.00	342.85	172.00	205.71	60.00	
CVTE215	121300	2.075	900.00	433.73	675.00	325.30	75.00	
CVTE218	121300	.133	48.00	262.29	54.00	295.08	112.50	
CVTE230	121300	5.891	2689.00	751.87	38.00	285.71	38.00	
CVTE				456.45	2117.00	359.36	78.72	
FS 110	130100	.200	150.00	750.00	117.00	585.00	78.00	
FS 115	130100	.200	150.00	750.00	162.00	810.00	108.00	
FS 120	130100	.400	285.00	712.50	174.00	435.00	61.05	
FS		.800	585.00	731.25	453.00	566.25	77.43	
NURS120	123010	2.401	1020.00	424.69	697.00	290.21	68.33	
NURS155B	123010	1.153	270.00	234.15	301.50	261.46	111.66	
NURS		3.554	1290.00	362.88	998.50	280.88	77.40	
OTA 120	121800	.133	70.00	526.31	26.00	195.48	37.14	
OTA 130	121800	.350	210.00	600.00	78.00	222.85	37.14	
OTA 140	121800	.283	175.00	618.37	65.00	229.68	37.14	
OTA		.766	455.00	593.99	169.00	220.62	37.14	
RESPI16	121000	.200	105.00	525.00	120.00	600.00	114.28	
RESPI18	121000	.875	360.00	411.42	300.00	342.85	83.33	
RESPI22	121000	3.150	315.00	100.00	360.00	114.28	114.28	
RESPI50	121000	.200	120.00	600.00	117.00	585.00	97.50	
RESPI99	121000	.267	4.50	4.50	4.50	4.50	100.00	
RESP205	121000	2.100	120.00	449.43	88.00	329.58	73.33	
RESP232	121000	.150	367.50	175.00	231.00	110.00	62.85	
RESP268	121000	6.942	93.00	620.00	66.00	440.00	70.96	
RESP			1485.00	213.91	1286.50	185.32	86.63	
SLPA100	122000	.267	140.00	524.34	52.00	194.75	37.14	
SLPA110	122000	.267	140.00	524.34	76.00	284.64	54.28	
SLPA200	122000	.267	140.00	524.34	44.00	164.79	31.42	
SLPA		.801	420.00	524.34	172.00	214.73	40.95	

***** BUSINESS AND PROFESSIONAL STUDIES *****

57.387 29830.00 519.79 22936.00 399.66 76.88

SKDS71-INS
 RUN ON: 01-05-2006 08:19:56
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH / FTEF	EARNED WSCH	EARNED WSCH / FTEF	% OF MAX
CVTE201	121300	.350	96.00	274.28	96.00	274.28	100.00
CVTE202	121300	.350	96.00	274.28	108.00	308.57	112.50
CVTE203	121300	.350	102.00	291.42	72.00	205.71	70.58
CVTE205	121300	2.225	750.00	337.07	675.00	303.37	90.00
CVTE208	121300	.183	48.00	262.29	54.00	295.08	112.50
CVTE299	121300	.200	150.00	750.00	60.00	300.00	40.00
CVTE		6.041	2472.00	409.20	2154.00	356.56	87.13
FS 110	130100	.200	135.00	675.00	129.00	645.00	95.55
FS 115	130100	.400	300.00	712.50	189.00	472.50	63.00
FS 120	130100	1.000	285.00	712.50	159.00	397.50	55.78
FS		1.600	720.00	720.00	477.00	477.00	66.25
HESC110	219900	.200	90.00	450.00	96.00	480.00	106.66
HESC150	219900	.200	90.00	450.00	63.00	315.00	70.00
HESC		.400	180.00	450.00	159.00	397.50	88.33
NURS120	120300	2.966	680.00	229.26	680.00	229.26	100.00
NURS155A	120300	.225	270.00	1200.00	4.50	20.00	1.66
NURS203	120300	1.700	420.00	247.05	444.00	261.17	105.71
NURS265A	120300	.225	157.50	700.00	130.50	580.00	82.85
NURS		5.116	1527.50	298.57	1259.00	246.09	82.42
OTA 100	121800	.133	70.00	526.31	66.00	496.24	94.28
OTA 101	121800	.217	140.00	645.16	92.00	423.96	65.71
OTA 110	121800	.350	210.00	600.00	138.00	394.28	65.71
OTA 210	121800	.222	96.00	432.43	36.00	162.16	37.50
OTA 220	121800	.283	120.00	424.02	45.00	159.01	37.50
OTA 230	121800	.067	24.00	358.20	9.00	134.32	37.50
OTA		1.272	660.00	518.86	386.00	303.45	58.48
RESP105	121000	.267	180.00	674.15	172.00	644.19	95.55
RESP108	121000	1.100	405.00	368.18	387.00	351.81	95.55
RESP114	121000	.133	100.00	751.87	86.00	646.61	86.00
RESP201	121000	.267	140.00	524.34	136.00	509.36	97.14
RESP208	121000	.650	240.00	369.23	255.00	392.30	106.25
RESP222	121000	3.150	367.50	116.66	357.00	113.33	97.14
RESP		5.567	1432.50	257.31	1393.00	250.22	97.24
SLPA100	122000	.267	140.00	524.34	60.00	224.71	42.85
SLPA115	122000	.133	70.00	526.31	26.00	195.48	37.14
SLPA199	122000	.267	21.00	21.00	21.00	21.00	100.00
SLPA205	122000	.067	140.00	524.34	40.00	149.81	28.57
SLPA216	122000	.067	20.00	298.50	10.00	149.25	50.00
SLPA218	122000	.801	20.00	298.50	10.00	149.25	50.00
SLPA			411.00	513.10	167.00	208.48	40.63

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES		*** DAILY CENSUS CLASSES ***					
SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
*****	NURS	7.234	1559.50	215.56	1412.00	195.17	90.54
RESP112	121000	1.050	135.00	128.57	126.00	120.00	93.33
*****	RESP	1.050	135.00	128.57	126.00	120.00	93.33
***** BUSINESS AND PROFESSIONAL STUDIES *****							
		15.315	6410.81	418.59	4642.65	303.14	72.41

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES									
SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX FTEF	EARNED WSCH	EARNED WSCH	MAX WSCH	FTEF	% OF MAX
*** CENSUS CLASSES ***									
EARNED WSCH/FTEF									
CVTE210	121300	.433	180.00	415.70	161.00	371.82	415.70	161.00	89.44
CVTE211	121300	.350	96.00	274.28	90.00	257.14	274.28	90.00	93.75
CVTE212	121300	.350	96.00	274.28	108.00	308.57	274.28	108.00	112.50
CVTE213	121300	.350	120.00	342.85	66.00	188.57	342.85	66.00	55.00
CVTE215	121300	2.250	900.00	400.00	645.00	286.66	400.00	645.00	71.66
CVTE218	121300	.183	48.00	262.29	54.00	295.08	262.29	54.00	112.50
CVTE230	121300	.133	100.00	751.87	34.00	255.63	751.87	34.00	34.00
CVTE299	121300	.200	225.00	1125.00	75.00	375.00	1125.00	75.00	33.33
CVTE****	CVTE	6.266	2861.00	456.59	2163.00	345.19	456.59	2163.00	75.60
FS 110	130100	.200	150.00	750.00	105.00	525.00	750.00	105.00	70.00
FS 115	130100	.400	300.00	750.00	195.00	487.50	750.00	195.00	65.00
FS 120	130100	.400	285.00	712.50	171.00	427.50	712.50	171.00	60.00
FS****	FS	1.000	735.00	735.00	471.00	471.00	735.00	471.00	64.08
NURS120	123010	2.611	680.00	260.41	663.00	253.90	680.00	663.00	97.50
NURS155A	123010	.225	135.00	600.00	40.50	180.00	600.00	40.50	30.00
NURS155B	123010	.225	270.00	1200.00	76.50	340.00	1200.00	76.50	28.33
NURS****	NURS	3.061	1085.00	354.43	780.00	254.80	1085.00	780.00	71.88
OTA 120	121800	.133	70.00	526.31	46.00	345.86	526.31	46.00	65.71
OTA 130	121800	.350	210.00	600.00	138.00	394.28	600.00	138.00	65.71
OTA 140	121800	.283	175.00	618.37	115.00	406.36	618.37	115.00	65.71
OTA****	OTA	.766	455.00	593.99	299.00	390.33	593.99	299.00	65.71
RESP116	121000	.200	135.00	675.00	123.00	615.00	675.00	123.00	91.11
RESP118	121000	.875	360.00	411.42	300.00	342.85	411.42	300.00	83.33
RESP122	121000	3.150	405.00	128.57	360.00	114.28	405.00	360.00	88.88
RESP150	121000	.200	135.00	675.00	123.00	615.00	675.00	123.00	91.11
RESP205	121000	.267	140.00	524.34	136.00	509.36	524.34	136.00	97.14
RESP232	121000	3.150	367.50	116.66	357.00	113.33	367.50	357.00	97.14
RESP268	121000	.150	105.00	700.00	102.00	680.00	700.00	102.00	97.14
RESP****	RESP	7.992	1647.50	206.14	1501.00	187.81	1647.50	1501.00	91.10
SLPA100	122000	.267	140.00	524.34	60.00	224.71	524.34	60.00	42.85
SLPA110	122000	.267	140.00	524.34	52.00	194.75	524.34	52.00	37.14
SLPA199	122000	.267	6.00	6.00	6.00	6.00	6.00	6.00	100.00
SLPA200	122000	.067	140.00	524.34	44.00	164.79	524.34	44.00	31.42
SLPA216	122000	.067	10.00	149.25	5.00	74.62	149.25	5.00	50.00
SLPA218	122000	.935	10.00	149.25	5.00	74.62	149.25	5.00	50.00
SLPA****	SLPA	9.935	446.00	477.00	172.00	183.95	477.00	172.00	38.56

***** BUSINESS AND PROFESSIONAL STUDIES *****

58.465 30246.50 517.34 22418.50 383.45 74.11

APPENDIX 13

GCCCD
06/07 Grossmont College Program Review
Program Data Elements

	01/02	02/03	03/04	04/05	05/06
<u>Respiratory Therapy (1210.00)</u>					
Course #					
RESP 105		RESP 199			
RESP 108		RESP 201			
RESP 112		RESP 205			
RESP 114		RESP 208			
RESP 115		RESP 222			
RESP 116		RESP 232			
RESP 118		RESP 250			
RESP 122		RESP 260			
RESP 150		RESP 268			
FTES					
Summer	0	0	0	0	0
Fall	754	763	879	1,196	1,519
Spring	722	793	772	1,287	1,501
Total WSCH	1,476	1,556	1,651	2,483	3,020
Total FTES	49.18	51.85	55.02	82.75	100.67
Top 121000 Respiratory Therapy - Unrestricted	\$347,393	\$393,419	\$408,512	\$470,182	\$505,350
Costs per FTES	\$7,063.70	\$7,587.64	\$7,424.79	\$5,681.96	\$5,019.87
121000 Respiratory Therapy - Restricted	\$0	\$0	\$0	\$0	\$0

APPENDIX 14

APPENDIX 14

14. Fiscal Data: Outcomes Profile

1. Semester/Year	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
2. Enrollment	128	146	143	139	156	134	230	226	273	264
3. Earned WSCH/FTEF	173	159	166	150	183	144	209	185	230	188
4. Total FTES	49.18		51.85		55.02		82.75		100.67	
5. Cost/FTES	\$7,063.70		\$7,587.64		\$7,424.79		\$5,681.96		\$5,019.87	
6. Total Cost/Fiscal Year	\$347,393		\$393,419		\$408,512		\$470,182		\$505,350	
7. Total Revenue	\$172,130		\$181,475		\$192,570		\$289,625		\$352,345	
8. Other Revenue (VTEA)	\$10,635		\$12,450		\$12,450		\$11,205		\$22,450	

COST – Cost will vary from one department/program to another for many reasons, e.g., department size. Further variation can be caused by (1) the specific step and class standing of the individual faculty members in a department/program, (2) the lack of costs associated with a chair or coordinator (i.e., another department is carrying this charge), and (3) the costs charged to the department/program for fulfilling a college or district function (e.g., miscellaneous reassigned time).

EARNED WSCH/FTEF – These numbers are taken from the Earned WSCH/FTE column in Appendix 12, Subject WSCH Analysis Report. They reflect a department/program's revenue per faculty costs. ("Earned" WSCH is actual student enrollment as compared to "Max" WSCH which is determined purely by classroom size.)

COST/FTES – These figures were taken from Appendix 13, Fiscal Year FTES Analysis by Program/TOPS Report. They will most often inversely reflect the WSCH PER FTEF ratio (i.e., a department/program with a low COST PER FTES will have a high WSCH PER FTEF). If this is not the case, then the figures indicate that an above average percentage of the direct COST of the department/program is attributed to non-faculty costs.

TOTAL REVENUE – General fund money that the department/program earns from the state for each Full Time Equivalent Student (FTES). For example, in FY01-02, that amount was \$3,500. Other revenue is non-general fund money such as fees, grants, donations, ROP, non-resident student tuition.

APPENDIX 15

List of Respiratory Therapy Books - Call numbers

RC704-RC800

52

Titles

Produced Wednesday, March 18, 2009 at 9:55 AM

Personal author: Grippi, Michael A.

1. Title: **Pulmonary pathophysiology** / Michael A. Grippi ; with 11 additional contributors.

Publication info: Philadelphia : Lippincott, c1995.

Physical description: xiii, 337 p. : ill. ; 26 cm.

ISBN: 0397513291 (alk. paper)

Series: (Lippincott's pathophysiology series)

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT

Subject: Lungs--Pathophysiology.

RC 711 G75 1995

2. Title: **Concise textbook of pulmonary medicine** / editor, Sheldon R. Braun ; associate editors, E. Dale Everett, Michael C. Perry, E.V. Sunderrajan.

Portion of title: Pulmonary medicine.

Publication info: New York : Elsevier, c1989.

Physical description: xvii, 651 p. : ill. ; 26 cm.

ISBN: 0444014721

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT

Subject: Respiratory organs--Diseases.

Personal author: Braun, Sheldon R.

RC 731 C66 1989

Personal author: Crompton, Graham K. (Graham Kenneth)

3. Title: **Diagnosis and management of respiratory diseases** / Graham K. Crompton.

Edition: 2nd ed.

Publication info: Oxford : Blackwell Scientific, c1987.

Physical description: 311 p. : ill. ; 22 cm.

ISBN: 0632016752 (pbk) : *15.00

Series: (Diagnosis and management series)

General note: Previous ed.: 1980.

Bibliography note: Includes bibliographies and index.

Held by: GROSSMONT

Subject: Respiratory organs--Diseases.

RC 731 C75 1987

4. Title: **Current respiratory care** / Robert M. Kacmarek, James K. Stoller [editors].

Publication info: Toronto ; Philadelphia : B.C. Decker, c1988.

Physical description: xvii, 338 p. : ill. ; 28 cm.

ISBN: 1556640498 : \$40.00
Series: (Current therapy series)
Bibliography note: Includes bibliographies and index.
Held by: GROSSMONT
Subject: Respiratory organs--Diseases.
Subject: Respiratory therapy.
Personal author: Kacmarek, Robert M.
Personal author: Stoller, James K.
RC 731 C87 1988

Personal author: Des Jardins, Terry R.
5. Title: **Clinical manifestations & assessment of respiratory disease** / Terry Des Jardins, George G. Burton ; medical illustrations by Timothy H. Phelps.
Variant title: Clinical manifestations and assessment of respiratory disease
Edition: 3rd ed.
Publication info: St. Louis : Mosby, c1995.
Physical description: xxiv, 584 p., [16] p. of plates : ill. (some col.) ; 27 cm.
ISBN: 0801679885
General note: Rev. ed. of: Clinical manifestations of respiratory disease / Terry Des Jardins. 2nd ed. c1990.
Bibliography note: Includes bibliographical references (p. 550-571) and index.
Held by: GROSSMONT
Subject: Respiratory organs--Diseases.
Personal author: Burton, George G., 1934-
Personal author: Des Jardins, Terry R. Clinical manifestations of respiratory disease.
RC 731 D47 1995

Personal author: Farzan, Sattar, 1931-
6. Title: **A concise handbook of respiratory diseases** / Sattar Farzan ; with the assistance of Doris A. Farzan.
Edition: 4th ed.
Publication info: Stamford, Conn. : Appleton & Lange, c1997.
Physical description: xvi, 492 p. : ill. ; 24 cm.
ISBN: 0838514936 (alk. paper)
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory organs--Diseases--Handbooks, manuals, etc.
Personal author: Farzan, Doris A.
RC 731 F37 1997

Personal author: Gaskell, D. V. (Diana Vaughan)
7. Title: **The Brompton Hospital guide to chest physiotherapy** / compiled by D. V. Gaskell and B. A. Webber.
Edition: 3d ed.
Publication info: Oxford [Eng.] : Blackwell Scientific Publications: Philadelphia : distributed in the U.S.A. by Lippincott, 1977.

Physical description: vii, 99 p. : ill. ; 22 cm.

ISBN: 0632000058 : *2.50

General note: Distributed in the USA by J. B. Lippincott,
Philadelphia.

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT

Subject: Chest--Diseases.

Subject: Physical therapy.

Subject: Chest--Surgery.

Personal author: Webber, B. A. (Barbara Anne)

Corporate author: Brompton Hospital.

RC 731 G28Z 1977

Personal author: Petechuk, David.

8. Title: **The respiratory system** / David Petechuk.

Publication info: Westport, Conn. : Greenwood Press, 2004.

Physical description: xvi, 202 p. : ill. (some col.) ; 26 cm.

ISBN: 0313324344 (alk. paper)

ISBN: 0313331197 (set.)

Series: (Human body systems)

Series: (Human body systems)

Bibliography note: Includes bibliographical references (p. [201]-202) and
index.

Held by: GROSSMONT

Subject: Respiratory organs--Diseases.

Subject: Respiratory organs.

Subject: Respiration.

RC 731 P485 2004

9. Title: **Respiratory disease : a case study approach to patient
care** / [edited by] Robert L. Wilkins, James R. Dexter.

Edition: 2nd ed.

Publication info: Philadelphia : F.A. Davis, c1998.

Physical description: xxvii, 513 p. : ill. ; 26 cm.

ISBN: 0803601557 (pbk. : alk. paper)

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT

Subject: Respiratory organs--Diseases.

Subject: Respiratory organs--Diseases--Case studies.

Personal author: Wilkins, Robert L.

Personal author: Dexter, James R., 1948-

RC 731 R466 1998

Personal author: Chang, David W.

10. Title: **Workbook for respiratory disease : a case study
approach to patient care** / David W. Chang, Fred Corn.

Edition: 2nd ed.

Publication info: Philadelphia : F.A. Davis, c1998.

Physical description: xi, 233 p. : ill. ; 28 cm.

ISBN: 0803601565

Bibliography note: Includes bibliographical references (p. 269) and

index.
Held by: GROSSMONT
Subject: Respiratory organs--Diseases.
Subject: Respiratory organs--Diseases--Case studies.

RC 731 R47 1998

11. Title: **Applied physiology of respiratory care / John Hedley-Whyte ... [et al.].**
Edition: 1st ed.
Publication info: Boston : Little, Brown, c1976.
Physical description: xiii, 552 p. : ill. ; 25 cm.
ISBN: 0316354201
General note: Includes index.
Bibliography note: Bibliography: p. 425-529.
Held by: GROSSMONT
Subject: Respiratory insufficiency.
Subject: Critical care medicine.
Subject: Respiratory organs--Diseases.
Subject: Respiration.
Personal author: Hedley-Whyte, John.

RC 732 A66

- Personal author: Bouhuys, Arend, 1925-
12. Title: **The physiology of breathing : a textbook for medical students.**
Publication info: New York : Grune & Stratton, c1977.
Physical description: xvi, 352 p. : ill. ; 26 cm.
ISBN: 0808909843
General note: Consists of chapters, rev. and updated, from the author's Breathing.
Bibliography note: Includes bibliographies and index.
Held by: GROSSMONT
Subject: Lungs--Diseases.
Subject: Respiration.
Subject: Environmentally induced diseases.

RC 732 B653

- Personal author: Harwood, Robert.
13. Title: **Exam review and study guide for perinatal/pediatric respiratory care / Robert Harwood.**
Publication info: Philadelphia : F.A. Davis, c1999.
Physical description: xxxiii, 350 p. : ill. ; 28 cm.
ISBN: 0803603479
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory organs--Diseases--Examinations--Study guides.
Subject: Respiratory therapy--Examinations--Study guides.

RC 732 H2 1999

14. Title: **Respiratory emergencies / edited by Kenneth M. Moser,**

Roger G. Spragg.
Edition: 2nd ed.
Publication info: St. Louis : Mosby, 1982.
Physical description: xi, 316 p. : ill. ; 24 cm.
ISBN: 0801645840 (pbk.)
Bibliography note: Includes bibliographies and index.
Held by: GROSSMONT
Subject: Respiratory organs--Diseases.
Subject: Respiratory distress syndrome, Adult.
Subject: Medical emergencies.
Subject: Pediatric emergencies.
Personal author: Moser, Kenneth M., 1929-
Personal author: Spragg, Roger G.

RC 732 R48 1982

Personal author: Hemingway, Allan, 1902-
15. Title: Measurement of airway resistance with the body plethysmograph; theory, directions for operation, normal values of airway resistance, values on hospital patients, history, and references.
Publication info: Springfield, Ill., Thomas [1973]
Physical description: ix, 104 p. illus. 24 cm.
ISBN: 0398026335
Bibliography note: Bibliography: p. 93-95.
Held by: GROSSMONT
Subject: Pulmonary function tests.
Subject: Plethysmography.

RC 733 H38

Personal author: Pace, William R.
16. Title: Pulmonary physiology in clinical practice [by] William R. Pace, Jr.
Edition: 2d ed.
Publication info: Philadelphia, F. A. Davis Co. [1970]
Physical description: 177 p. illus. 22 cm.
Bibliography note: Bibliography: p. 152-170.
Held by: GROSSMONT
Subject: Pulmonary function tests.
Subject: Lungs--Diseases--Diagnosis.

RC 733 P3 1970

Personal author: Slonim, N. Balfour, 1923-
17. Title: Cardiopulmonary laboratory basic methods and calculations; a manual of cardiopulmonary technology, by N. Balfour Slonim, Bettye P. Bell [and] Sherryl E. Christensen.
Publication info: Springfield, Ill., Thomas [1967]
Physical description: xiv, 265 p. illus. 26 cm.
Bibliography note: Bibliography: p. [247]-251.
Held by: GROSSMONT
Subject: Pulmonary function tests.
Subject: Cardiovascular system.

Subject: Blood--Analysis.
Personal author: Bell, Bettye P.
Personal author: Christensen, Sherryl E.
RC 733 S57

Personal author: Wilkins, Robert L.
18. Title: Lung sounds : a practical guide / Robert L. Wilkins,
John E. Hodgkin, Brad Lopez ; [contributors, Cynthia
A. Cline ... [et al.]]
Publication info: St. Louis : Mosby, c1988.
Physical description: ix, 116 p. : ill. ; 24 cm.
ISBN: 0801655323
General note: Accompanied by an audio-tape TC-1713.
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Auscultation.
Subject: Lungs--Diseases--Diagnosis.
Subject: Lungs--Examination.
Personal author: Hodgkin, John E. (John Elliott), 1939-
Personal author: Lopez, Brad.
RC 734 A94 W54 1988

Personal author: Wilkins, Robert L.
19. Title: Fundamentals of lung and heart sounds / Robert L.
Wilkins, John E. Hodgkin, Brad Lopez.
Edition: 3rd ed.
Publication info: St. Louis : Mosby, c2004.
Physical description: xv, 175 p. : ill. ; 24 cm. + 1 sound disc (digital ; 4
3/4 in.)
ISBN: 0323025285
ISBN: 9780323025287
ISBN: 999763683X
ISBN: 9789997636836
General note: Rev. ed. of: Lung sounds / Robert L. Wilkins, John E.
Hodgkin, Brad Lopez, c1996.
General note: "CD-ROM [sic] inside"--Cover.
General note: Accompanying compact disc presents examples of normal
and abnormal lung and heart sounds that can be heard
during chest auscultation, including the lung and
heart sounds for the case studies described in ch. 8
of the book.
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Auscultation--methods--Case Reports.
Subject: Heart--anatomy & histology--Case Reports.
Subject: Heart--diseases--diagnosis--Case Reports.
Subject: Heart--sounds--Case Reports.
Subject: Lungs--anatomy & histology--Case Reports.
Subject: Auscultation.
Subject: Lungs--Diseases--Diagnosis--Case Reports.
Subject: Lungs--Examination.
Personal author: Hodgkin, John E. (John Elliott), 1939-

Personal author: Lopez, Brad.

Personal author: Wilkins, Robert L. Lung sounds.

RC 734 A94 W54 2004

20. Title: The Lung : physiologic basis of pulmonary function tests.

Edition: 3rd ed. / Robert E. Forster II ... [et al.].

Publication info: Chicago : Year Book Medical Publishers, c1986.

Physical description: xiv, 329 p. : ill. ; 23 cm.

ISBN: 0815118228 (pbk.)

General note: Includes index.

Bibliography note: Bibliography: p. 307-317.

Held by: GROSSMONT

Subject: Pulmonary function tests.

Subject: Lungs--Diseases--Diagnosis.

Personal author: Forster, Robert E., 1919-

RC 734 P84 L86 1986

Personal author: Ruppel, Gregg, 1948-

21. Title: Manual of pulmonary function testing / Gregg L. Ruppel.

Variant title: Pulmonary function testing

Edition: 7th ed.

Publication info: St. Louis, Mo. : Mosby, 1998.

Physical description: xii, 365 p. : ill. ; 27 cm.

ISBN: 0815122993

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT

Subject: Pulmonary function tests--Handbooks, manuals, etc.

RC 734 P84 R86 1998

Personal author: Eiken, Mogens.

Uniform title: [R*ntgenunders*gelse af thorax. English]

22. Title: Roentgen diagnosis of the chest : a self-teaching manual / M. Eiken.

Publication info: Chicago : Distributed by Year Book Medical Publishers, c1974.

Physical description: 83 p. : ill. ; 27 cm.

ISBN: 0815130260

General note: "An F.A.D.L. s Forlag A. S. publication."

General note: Translation of R*ntgenunders*gelse af thorax.

General note: Includes index.

Held by: GROSSMONT

Subject: Chest--Radiography.

RC 734 R3 E5413

Personal author: Heitzman, E. Robert, 1927-

23. Title: The lung, radiologic-pathologic correlations / E. Robert Heitzman.

Edition: 2nd ed.

Publication info: St. Louis : C.V. Mosby Co., 1984.

Physical description: xiv, 546 p. : ill. ; 28 cm.

ISBN: 0801621356
Bibliography note: Includes bibliographies and index.
Held by: GROSSMONT
Subject: Lungs--Radiography.
Subject: Lungs--Diseases--Diagnosis.
Subject: Diagnosis, Radioscopic.
RC 734 R3 H45 1984

Personal author: Dunne, Patrick J., 1944-
24. Title: **Respiratory home care : the essentials** / Patrick J. Dunne, Susan L. McInturff.
Publication info: Philadelphia : F.A. Davis, c1998.
Physical description: xvi, 207 p. : ill. ; 23 cm.
ISBN: 0803601549 (pbk. : alk. paper)
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory organs--Diseases--Patients--Home care.
Subject: Respiratory therapy.
Personal author: McInturff, Susan L., 1955-
RC 735 H65 D86 1998

Personal author: Butler, Thomas J.
25. Title: **Laboratory exercises for competency in respiratory care** / Thomas J. Butler, Janice Blaer Close, Robert J. Close.
Publication info: Philadelphia : F.A. Davis, c1998.
Physical description: xxiii, 577 p. : ill. ; 28 cm.
ISBN: 0803602480 (pbk.)
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory therapy--Laboratory manuals.
Personal author: Close, Janice Blaer.
Personal author: Close, Robert J.
RC 735 I5 B88 1998

Personal author: Carroll, Charles, 1949-
26. Title: **Legal issues and ethical dilemmas in respiratory care**
/ Charles Carroll.
Publication info: Philadelphia : F.A. Davis, c1996.
Physical description: xv, 163 p. ; 23 cm.
ISBN: 0803601263
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory therapy--Moral and ethical aspects.
Subject: Respiratory therapy--Law and legislation--United States.
RC 735 I5 C37 1996

27. Title: **Clinical practice in respiratory care** / [edited by] James B. Fink, Gerald E. Hunt ; with 13 contributors.

Publication info: Philadelphia : Lippincott Raven, c1999.
Physical description: xxv, 516 p. : ill. ; 28 cm.
ISBN: 0397550936 (alk. paper)
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory therapy.
Personal author: Fink, James B.
Personal author: Hunt, Gerald E.
RC 735 I5 C566 1999

Personal author: Des Jardins, Terry R.
28. Title: **Respiratory care case studies : the therapist-driven protocol approach** / Terry Des Jardins, George G. Burton, Judy Tietsort.
Publication info: St. Louis : Mosby, c1997.
Physical description: xv, 254 p. : ill. ; 27 cm.
ISBN: 0815113668
General note: Includes index.
Held by: GROSSMONT
Subject: Respiratory therapy--Case studies.
Personal author: Burton, George G., 1934-
Personal author: Tietsort, Judy.
RC 735 I5 D46 1997

Personal author: Kacmarek, Robert M.
29. Title: **The essentials of respiratory therapy** / Robert M. Kacmarek, Craig W. Mack, Steve Dimas.
Edition: 2nd ed.
Publication info: Chicago : Year Book Medical Publishers, c1985.
Physical description: xxii, 632 p. : ill. ; 24 cm.
ISBN: 0815149557
Bibliography note: Includes bibliographies and index.
Held by: GROSSMONT
Subject: Respiratory therapy.
Subject: Respiration.
Personal author: Mack, Craig W.
Personal author: Dimas, Steven.
RC 735 I5 K32 1985

Personal author: McPherson, Steven P., 1946-
30. Title: **Respiratory care equipment** / Steven P. McPherson.
Edition: 5th ed.
Publication info: St. Louis : Mosby, 1995.
Physical description: xv, 413 p. : ill. ; 29 cm.
ISBN: 0801679893
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory therapy--Equipment and supplies.
Subject: Respirators.
RC 735 I5 M43 1995

Personal author: Pilbeam, Susan P., 1945-

31. Title: **Mechanical ventilation : physiological and clinical applications / Susan P. Pilbeam.**

Edition: 2nd ed.

Publication info: St. Louis : Mosby-Year Book Inc., 1992.

Physical description: xx, 649 p. : ill. ; 25 cm.

ISBN: 0801663601 (pbk.)

Bibliography note: Includes bibliographies and index.

Held by: GROSSMONT

Subject: Respiratory therapy.

Subject: Respirators.

Subject: Artificial respiration.

RC 735 I5 P55 1992

Personal author: Pilbeam, Susan P., 1945-

32. Title: **Mechanical ventilation : physiological and clinical applications / Susan P. Pilbeam.**

Edition: 3rd ed.

Publication info: St. Louis : Mosby, 1998.

Physical description: xx, 460 p. : ill. ; 28 cm.

ISBN: 081512600X

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT

Subject: Respiratory therapy.

Subject: Respirators.

Subject: Artificial respiration.

RC 735 I5 P55 1998

33. Title: **Respiratory care : a guide to clinical practice /**
edited by George G. Burton, John E. Hodgkin, Jeffrey
J. Ward ; associate editors, Dean R. Hess, Susan P.
Pilbeam, Judy A. Tietzort.

Edition: 4th ed.

Publication info: Philadelphia : Lippincott, c1997.

Physical description: 1 v. (various pagings) : ill. ; 29 cm.

ISBN: 0397551657 (alk. paper)

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT

Subject: Respiratory therapy.

Personal author: Burton, George G., 1934-

Personal author: Hodgkin, John E. (John Elliott), 1939-

Personal author: Ward, Jeffrey J.

RC 735 I5 R47 1997

34. Title: **Respiratory care equipment / [edited by] Richard D.**
Branson, Dean R. Hess, Robert L. Chatburn.

Edition: 2nd ed.

Publication info: Philadelphia, PA : Lippincott, 1998.

Physical description: xv, 754, xxvi p. : ill. ; 29 cm.

ISBN: 0781712009 (alk. paper)

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT
Subject: Respiratory therapy--Equipment and supplies.
Subject: Respiratory intensive care--Equipment and supplies.
Personal author: Branson, Richard D.
Personal author: Hess, Dean.
Personal author: Chatburn, Robert L.
RC 735 I5 R4728 1998

Personal author: Cairo, Jimmy M.
35. Title: Mosby's respiratory care equipment.
Portion of title: Respiratory care equipment
Edition: 6th ed. / J.M. Cairo, Susan P. Pilbeam.
Publication info: St. Louis : Mosby, c1999.
Physical description: xxiv, 763 p. : ill. (some col.) ; 29 cm.
ISBN: 0815121482 (alk. paper)
General note: Rev. ed. of: Respiratory care equipment / Steven P. McPherson. 5th ed. c1995.
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory therapy--Equipment and supplies.
Subject: Respiratory intensive care--Equipment and supplies.
Personal author: Pilbeam, Susan P., 1945-
Personal author: McPherson, Steven P., 1946- Respiratory care equipment.
RC 735 I5 R4728 1999

Personal author: Sibberson, Raymond
36. Title: Practical math for respiratory care : a text and workbook / Raymond Sibberson.
Publication info: St. Louis, MO : Mosby-Year-Book, Inc., c1996.
Physical description: ix, 291 p. : ill. ; 28 cm.
ISBN: 0815180012 : 16.95
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory therapy--Mathematics.
Subject: Pulmonary function tests--Mathematics.
Subject: Cardiopulmonary system--Physiology--Mathematics.
RC 735 I5 S52 1996

Personal author: Sills, James R.
37. Title: Respiratory care certification guide / James R. Sills ; original illustrations by Sandra Hogan.
Edition: 2nd ed.
Publication info: St. Louis : Mosby, c1994.
Physical description: xvii, 462 p. : ill. ; 27 cm.
ISBN: 0815175159
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory therapy--Examinations, questions, etc.
RC 735 I5 S58 1994

Personal author: White, Gary C., 1954-

38. Title: **Basic clinical lab competencies for respiratory care : an integrated approach** / Gary C. White.
Edition: 3rd ed.
Publication info: Albany : Delmar Publishers, c1998.
Physical description: xv, 607 p. : ill. ; 28 cm.
ISBN: 0827379986 (paperback)
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory therapy--Laboratory manuals.
RC 735 I5 W47 1998

Personal author: Wood, Kathleen J., 1959-
39. Title: **Critical thinking : cases in respiratory care** / Kathleen J. Wood.
Publication info: Philadelphia : F.A. Davis, c1998.
Physical description: xiii, 151 p. : ill. ; 28 cm.
ISBN: 0803601530 (alk. paper)
ISBN: 0803601549 (alk. paper)
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory therapy--Case studies.
Subject: Critical thinking.
Subject: Medical logic.
RC 735 I5 W66 1998

40. Title: **Monitoring in respiratory care** / [edited by] Robert M. Kacmarek, Dean Hess, James K. Stoller.
Publication info: St. Louis : Mosby, c1993.
Physical description: xvii, 841 p. : ill. ; 25 cm.
ISBN: 0815149638
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory intensive care.
Subject: Patient monitoring.
Subject: Blood gases--Analysis.
Personal author: Kacmarek, Robert M.
Personal author: Hess, Dean.
Personal author: Stoller, James K.
RC 735 R48 M66 1993

Personal author: Pierce, Lynelle N. B.
41. Title: **Management of the mechanically ventilated patient** / Lynelle N.B. Pierce.
Edition: 2nd ed.
Publication info: St. Louis, Mo. : Saunders Elsevier, c2007.
Physical description: xxvii, 514 p. : ill. ; 23 cm.
ISBN: 0721603971
ISBN: 9780721603971
Bibliography note: Includes bibliographical references and index.
Held by: GROSSMONT
Subject: Respiratory intensive care.
Subject: Respiratory therapy--nursing.

Subject: Artificial respiration.
Subject: Respirators (Medical equipment)
Subject: Lungs--physiopathology.

RC 735 R48 P54 2007

Personal author: Wilson, Susan Fickertt.

42. Title: **Respiratory disorders** / Susan F. Wilson, June M. Thompson.

Publication info: Saint Louis : Mosby, 1990.

Physical description: ix, 310 p. : ill. (some col.) ; 29 cm.

ISBN: 0801650879

Series: (Mosby's clinical nursing series)

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT

Subject: Respiratory organs--Diseases--Nursing.

Personal author: Thompson, June M., 1946-

RC 735.5 W54 1990

43. Title: **Lung disorders sourcebook : basic consumer health information about emphysema ...** / edited by Dawn D. Matthews.

Edition: 1st ed.

Publication info: Detroit, MI : Omnigraphics, c2002.

Physical description: xii, 678 p. : ill. ; 24 cm.

ISBN: 0780803396 (alk. paper)

ISBN: 0780803833

Series: (Health reference series)

Held by: GROSSMONT

Subject: Lungs--Diseases--Popular works.

Subject: Lungs--Diseases--Resource guides.

Personal author: Matthews, Dawn D.

RC 736 L864 2002

Personal author: McLaughlin, Arthur J., 1947-

44. Title: **Infection control in respiratory care** / Arthur J. McLaughlin ; with Roberto Palermo ; illustrations by Louis Bieda.

Edition: 2nd ed.

Publication info: Gaithersburg, Md. : Aspen Publishers, 1996.

Physical description: xi, 243 p. : ill. ; 22 cm.

ISBN: 0834207877

General note: Rev. ed. of: Manual of infection control in respiratory care. 1st ed. c1983.

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT

Subject: Respiratory infections--Prevention.

Subject: Nosocomial infections--Prevention.

Subject: Respiratory therapy.

Personal author: Palermo, Roberto.

Personal author: McLaughlin, Arthur J., 1947- Manual of infection control in respiratory care.

RC 740 M35 1996

Personal author: Bates, David V.
45. Title: **Respiratory function in disease; an introduction to the integrated study of the lung** [by] David V. Bates, Peter T. Macklem [and] Ronald V. Christie. With the assistance of Nicholas R. Anthonisen [and others]
Edition: 2d ed.
Publication info: Philadelphia, Saunders, 1971.
Physical description: xxi, 584 p. illus. 27 cm.
ISBN: 0721615910
Bibliography note: Includes bibliographical references.
Held by: GROSSMONT
Subject: Lungs--Diseases.
Personal author: Macklem, Peter T.
Personal author: Christie, Ronald V.
RC 756 B36 1971

Personal author: Cotes, J. E. (John Everard)
46. Title: **Work-related lung disorders** / J.E. Cotes, J. Steel in collaboration with G.L. Leathart.
Publication info: Oxford : Blackwell Scientific, 1987.
Physical description: [448] p. : ill. ; 25 cm.
ISBN: 063201511X : *65.00 (Jan.)
Bibliography note: Includes bibliography and index.
Held by: GROSSMONT
Subject: Lungs--Diseases.
Subject: Lungs--Dust diseases.
Subject: Occupational diseases.
Personal author: Steel, J.
Personal author: Leathart, G. L. (Gilbert Lawrence)
RC 756 C68

47. Title: **Synopsis of clinical pulmonary disease** / edited by Roger S. Mitchell, Thomas L. Petty, Marvin I. Schwarz.
Edition: 4th ed.
Publication info: St. Louis : Mosby, 1989.
Physical description: xiv, 370 p. : ill. ; 24 cm.
ISBN: 0801639085
ISBN: (ISBN invalid)08163430X
Bibliography note: Includes bibliographies and index.
Held by: GROSSMONT
Subject: Lungs--Diseases.
Personal author: Mitchell, Roger Sherman, 1907-
Personal author: Petty, Thomas L., 1932-
Personal author: Schwarz, Marvin I.
RC 756 M57 1989

48. Title: **Textbook of pulmonary diseases** / edited by Gerald L. Baum ... [et al.].
Portion of title: Pulmonary diseases
Edition: 6th ed.
Publication info: Philadelphia : Lippincott-Raven, 1998-

Physical description: 2 v. (xviii, 1503, 38 p.) : ill. (some col.) ; 29 cm.

ISBN: 0316084344 (set)

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT

Subject: Lungs--Diseases.

Subject: Pleura--Diseases

Personal author: Baum, Gerald L.

RC 756 T48 1998 V.1

RC 756 T48 1998 V.2

49. Title: SARS war : combating the disease / editors, Leung Ping Chung, Ooi Eng Eong.

Portion of title: Severe Acute Respiratory Syndrome war

Portion of title: SARS

Publication info: Singapore ; River Edge, N.J. : World Scientific, c2003.

Physical description: 150 p. : ill. ; 23 cm.

ISBN: 9812384383 (pbk.)

ISBN: 9812384332

Contents: Editorial / Professor Leung Ping Chung -- Editorial / Dr. Ooi Eng Eong -- Flu's fury; warning from history -- SARS track; situation updates around the world -- WHO-SARS' main fighter; chronology of WHO's involvement -- Policies and measures; containing the virus -- Keeping SARS at bay; a comprehensive list of preventive measures for individuals and organisations -- Impact of the outbreak; economic and social repercussions -- Never too old a remedy; an exclusive interview with Professor Leung Ping Chung -- Starring in SARS; super infectors -- From the ground; real life accounts -- Frequently asked questions -- Contact details.

Held by: GROSSMONT

Subject: Viral pneumonia--Transmission.

Subject: SARS (Disease)

Subject: Coronaviruses.

Subject: SARS (Disease)--prevention & control.

Subject: SARS (Disease)--transmission.

Personal author: Leung, Ping-Chung, 1941-

Personal author: Ooi, Eng Eong.

RC 772 V5 S377 2003

50. Title: Pulmonary rehabilitation : guidelines to success / edited by John E. Hodgkin, Bartolome R. Celli, Gerilynn L. Connors.

Edition: 3rd ed.

Publication info: Philadelphia : Lippincott Williams & Wilkins, c2000.

Physical description: xvii, 726 p. : ill. ; 26 cm.

ISBN: 0781719895

Bibliography note: Includes bibliographical references and index.

Held by: GROSSMONT

Subject: Lungs--Diseases,

Obstructive--Patients--Rehabilitation.

Subject: Lungs--Diseases--Patients--Rehabilitation.

Personal author: Hodgkin, John E. (John Elliott), 1939-

Personal author: Celli, Bartolome R.

Personal author: Connors, Gerilynn Long.

RC 776 03 P85 2000

51. Title: Shortness of breath : a guide to better living and breathing / Andrew L. Ries ... [et al.] ; illustrations by Steve Pileggi.

Edition: 6th ed.

Publication info: St. Louis, MO Mosby, c2001.

Physical description: xvii, 133 p. cm.

ISBN: 0323010644 (soft cover)

General note: Includes index.

Held by: GROSSMONT

Subject: Lungs--Diseases, Obstructive--Popular works.

Personal author: Ries, Andrew L.

RC 776 03 S53 2001

Personal author: Lange, Robert C.

52. Title: Nuclear medicine for technicians, by Robert C. Lange.

Publication info: Chicago, Year Book Medical Publishers [1973]

Physical description: xi, 168 p. illus. 23 cm.

ISBN: 081515643X

Bibliography note: Includes bibliographies.

Held by: GROSSMONT

Subject: Radioisotope scanning.

Subject: Radiation--Measurement.

RC 787 R4 L36

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library:GROSSMONT total reserve charges:4

W 762 2003

Egan's fundamentals of respiratory care / / [edite / Egan, Donald F., 1916-
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library:GROSSMONT total reserve charges:25

RC 735 I5 C47 1999

Respiratory care calculations / David W. Chang. / Chang, David W.
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library:GROSSMONT total reserve charges:0

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reserve desk:G-RESERVES reserve status:ACTIVE expires:NEVER
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A pocket guide to respiratory disease / Robert L. Wilki / Wilkins, Robert L.
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from 10/01/1997 to 1 year ago in [HighWire Press \(Free Journals\)](#)

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Canadian journal of respiratory therapy : CJRT = Revue canadienne de la thérapie respiratoire : RCTR (1205-9838)
from 12/01/2004 to present in [CINAHL Plus with Full Text](#)

Cardiopulmonary physical therapy journal (1541-7891)
from 09/01/2004 to present in [CINAHL Plus with Full Text](#)
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Chronic Obstructive Lung Disease Annual Report
from 12/01/2001 to present in [Health Source: Consumer Edition](#)

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European respiratory journal (0903-1936)
from 01/01/1994 to 18 months ago in [HighWire Press \(Free Journals\)](#)

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Journal of respiratory diseases (0194-259X)
from 08/01/1999 to present in [Gale Academic OneFile](#)
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Lung (0341-2040)
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Lung Cancer (Non-small Cell) Annual Report

from 12/01/2001 to present in Health Source: Consumer Edition

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Lung Cancer Frontiers

from 1996 to present in Freely Accessible Science Journals

Lung disorders (1542-1961)

from 01/01/2003 to present in Health Source: Consumer Edition and Health Source: Consumer Edition

Lung India

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Open respiratory medicine journal

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from 06/01/2000 to present in Freely Accessible Science Journals

Pulmonary and critical care update (1047-4145)

from 1997 to present in Freely Accessible Science Journals

Pulmonary perspectives (1559-6400)

from 2000 to present in Freely Accessible Science Journals

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Respiratory research (1465-9921)

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from 2000 to present in Freely Accessible Science Journals

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Turkish respiratory journal (1302-7786)
from 2000 to present in Freely Accessible Science Journals

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American journal of respiratory and critical care medicine : an official journal of the American Thoracic Society, medical section of the American Lung Association.

Heart & lung : the journal of acute and critical care.

Respiratory care : the official journal of the American Association for Respiratory Therapy.

Selected Medical Journals (32):

Applied nursing research : ANR.

Canadian journal of occupational therapy.

Cancer research : the official organ of the American Association for Cancer Research, Inc.

Cardiology review.

Cardiovascular surgery : official journal of the International Society for Cardiovascular Surgery.

Critical care nurse.

Dimensions of critical care nursing : DCCN.

Geriatric nursing.

JAMA. The Journal of the American Medical Association.

Journal of allied health.

Journal of critical care.

Journal of gerontological nursing.

Journal of pediatric nursing.

Journal of perinatology : official journal of the California Perinatal Association.

Grossmont College Library Print Journals supporting Respiratory Therapy Program

Journal of stroke and cerebrovascular diseases : the official journal of National Stroke Association / NSA.

Journal of the American Society of Echocardiography : official publication of the American Society of Echocardiography.

Journal of the National Cancer Institute : JNCI.

Journal of ultrasound in medicine : official journal of the American Institute of Ultrasound in Medicine.

Journal of vascular surgery.

Nurse educator.

Nursing outlook.

Nursing.

Proceedings of the American Thoracic Society.

RN.

The American journal of nursing.

The American journal of occupational therapy : official publication of the American Occupational Therapy Association.

The American journal of sports medicine.

The Journal for vascular ultrasound : JVU : official journal of the Society for Vascular Ultrasound.

The Journal of invasive cardiology.

The Journal of neuroscience nursing : journal of the American Association of Neuroscience Nurses.

The New England journal of medicine.

Vascular.

APPENDIX 16

NBRC Annual School Summary Report

Report as of 03/18/2009

GROSSMONT CLG - #200085

Exam: CRT

Graduation Year	Graduates Tested	Total Passing		Passing First Time		Passing Repeaters	
		n	%	n	%	n	%
2008	42	37	88.1%	32	76.2%	5	11.9%
2007	31	30	96.8%	21	67.7%	9	29.0%
2006	31	31	100.0%	27	87.1%	4	12.9%
2005	19	17	89.5%	10	52.6%	7	36.8%
2004	19	19	100.0%	14	73.7%	5	26.3%
2003	14	14	100.0%	11	78.6%	3	21.4%

Exam: CSE

Graduation Year	Graduates Tested	Total Passing		Passing First Time		Passing Repeaters	
		n	%	n	%	n	%
2008	13	12	92.3%	8	61.5%	4	30.8%
2007	9	7	77.8%	2	22.2%	5	55.6%
2006	16	15	93.8%	7	43.8%	8	50.0%
2005	12	9	75.0%	5	41.7%	4	33.3%
2004	10	10	100.0%	5	50.0%	5	50.0%
2003	8	7	87.5%	5	62.5%	2	25.0%

Exam: WRRT

Graduation Year	Graduates Tested	Total Passing		Passing First Time		Passing Repeaters	
		n	%	n	%	n	%
2008	22	16	72.7%	14	63.6%	2	9.1%
2007	14	11	78.6%	7	50.0%	4	28.6%
2006	22	17	77.3%	13	59.1%	4	18.2%
2005	13	11	84.6%	9	69.2%	2	15.4%
2004	11	10	90.9%	9	81.8%	1	9.1%
2003	8	8	100.0%	8	100.0%	0	0.0%

Graduates Receiving Credential After Graduation

Graduation Year	Graduates Earning CRT	Graduates Earning RRT
2008	37	12
2007	31	7
2006	31	15
2005	18	9
2004	19	12
2003	14	7

NBRC Annual School Summary Report

Report as of 12/23/2008

GROSSMONT CLG - #200085

Exam: CRT

Graduation Year	Graduates Tested	Total Passing		Passing First Time		Passing Repeaters	
		n	%	n	%	n	%
2008	42	36	85.7%	32	76.2%	4	9.5%
2007	31	30	96.8%	21	67.7%	9	29.0%
2006	31	31	100.0%	27	87.1%	4	12.9%
2005	19	17	89.5%	10	52.6%	7	36.8%
2004	19	19	100.0%	14	73.7%	5	26.3%
2003	14	14	100.0%	11	78.6%	3	21.4%
2002	16	14	87.5%	9	56.3%	5	31.3%

Exam: CSE

Graduation Year	Graduates Tested	Total Passing		Passing First Time		Passing Repeaters	
		n	%	n	%	n	%
2008	10	9	90.0%	6	60.0%	3	30.0%
2007	8	5	62.5%	1	12.5%	4	50.0%
2006	16	15	93.8%	7	43.8%	8	50.0%
2005	11	9	81.8%	5	45.5%	4	36.4%
2004	8	8	100.0%	3	37.5%	5	62.5%
2003	8	7	87.5%	5	62.5%	2	25.0%
2002	13	11	84.6%	7	53.8%	4	30.8%

Exam: WRRT

Graduation Year	Graduates Tested	Total Passing		Passing First Time		Passing Repeaters	
		n	%	n	%	n	%
2008	17	10	58.8%	9	52.9%	1	5.9%
2007	13	9	69.2%	6	46.2%	3	23.1%
2006	22	17	77.3%	13	59.1%	4	18.2%
2005	12	10	83.3%	8	66.7%	2	16.7%
2004	10	9	90.0%	8	80.0%	1	10.0%
2003	8	8	100.0%	8	100.0%	0	0.0%
2002	13	13	100.0%	10	76.9%	3	23.1%

NBRC Annual School Summary Report

Report as of 12/23/2008

GROSSMONT CLG - #200085

Graduates Receiving Credential After Graduation

Graduation Year	Graduates Earning CRT	Graduates Earning RRT
2008	36	9
2007	31	5
2006	31	15
2005	18	9
2004	19	10
2003	14	7
2002	16	11

**2008 Report of Current Status for an Education Program
in
Respiratory Therapy
at
Grossmont College
CoA Program Reference:200085**

Sponsoring Institution and Personnel

Sponsoring Institution

Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020 Phone: (619) 644-7100
Institution Type: Junior or Community College

Dean/Administrator

Fred Allen MA
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7157
Fax:
Email:

Medical Director

David Willms M.D.
Sharp Memorial Hospital, Pulmonary Department, 7901
Frost St.
San Diego, CA 92123
Phone:(858) 939-3366
Fax:(619) 644-7961
Email:David.Willms@sharp.com

Faculty

Rebecca Handley B.S., RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7896
Fax:(619) 644-7961
Email:Rebecca.Handley@gcccd.edu

Faculty

Benny Castro A.S., NPS-RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:bbcastro@ucsd.edu

Faculty

Lien Chau RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:chaulb@yahoo.com

President/CEO

Sunita Cooke PhD
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7100
Fax:
Email:sunita.cooke@gcccd.edu

Program Director

Lorenda Seibold-Phalan MA RRT NPS RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:
Email:lorenda.seibold-phalan@gcccd.net

Faculty

David Page RRT
1431 Paseo Aurora
San Diego, CA 92154
Phone:(619) 671-8875
Fax:
Email:dmpage@ucsd.edu

Faculty

Melissa Brown B.S., NPS-RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:mbrown@cox.net

Faculty

Joel Catungal A.S., RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:jcatungal@gmail.com

Faculty

Robert Clevenger B.S., RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:rgclevenger@gmail.com

Faculty

Abdul Gardezy RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:garsaab2000@yahoo.com

Faculty

Dione Kennedy RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:dione.kennedy@sharp.com

Faculty

Jacquelyn Soucy BS, RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:jacquelyn.soucy@sharp.com

Faculty

Amy Waldrop RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:amy.waldrop@sharp.com

Faculty

Garner Faulkner B.S., RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:gfaulknerii@ucsd.edu

Faculty

Doug Morris RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:dougmorris@cox.net

Faculty

Kathryn Johnson RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:Kathryn.a.johnson@kp.org

Faculty

Donna Murphy RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:donna.murphy@sharp.com

Faculty

Farrar Startz RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:farrarstartz@yahoo.com

Faculty

Debra Dennington RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:dnopasri@cox.net

Faculty

Koreen Menzies RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:kmenzies@ucsd.edu

Faculty

Peggy Wells B.A., RRT, RCP
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7448
Fax:(619) 644-7961
Email:wells1@cox.net

Director of Clinical Education
Barry Winn PhD
8800 Grossmont College Drive
El Cajon, CA 92020
Phone:(619) 644-7311
Fax:(619) 644-7961
Email:BWinn@ucsd.edu

Affiliates

Alvarado Hospital - Clinical Affiliate - San Diego, CA
Balboa Naval Hospital - Clinical Affiliate - San Diego, CA
Rady Children's Hospital and Health Center - Clinical Affiliate - San Diego, CA
Veteran's Administration Hospital - Clinical Affiliate - La Jolla, CA
Sharp Grossmont Hospital - Clinical Affiliate - La Mesa, CA
Sharp Mary Birch Hospital - Clinical Affiliate - San Diego, CA
Sharp Memorial Hospital - Clinical Affiliate - San Diego, CA
Kaiser Permanente Hospital - Clinical Affiliate - San Diego, CA
Paradise Valley Hospital - Clinical Affiliate - National City, CA
Scripps Mercy Hospital - Clinical Affiliate - San Diego, CA
Scripps Memorial Hospital - Clinical Affiliate - San Diego, CA
Thornton Hospital - Clinical Affiliate - San Diego, CA
UCSD Medical Center - Clinical Affiliate - San Diego, CA
Palomar Medical Center - Clinical Affiliate - Escondido, CA
Pomerado Hospital - Clinical Affiliate - Poway, CA

Satellites

Examination Results

Evaluation System: NBRC CRT Credentialing

Cut Score: 75

Analysis: 30 out of 31 2007 graduates who have attempted the CRT exam passed it. Compared to last year's results, area 2 C, performing quality control, increased from 77% to 86% of the Advanced Program mean. Area 3B, maintaining a patent airway, increased from 88% (last year) to 108% of the Advanced Program mean. All other areas were 89% or greater of the Advanced Program mean.

Action: In the clinical settings and in the curriculum, the areas of quality control of equipment will be emphasized more. More scenarios dealing with troubleshooting of equipment will be interspersed in the lab curriculum. It is a requirement to take the CRT exam to become licensed, so the participation rate of graduates taking this exam is extremely high.

Evaluation System: NBRC RRT Credentialing

Cut Score: 70

Analysis: For 2007 graduates, only 4 have become registered. To date, 12 have attempted the WRRT with 9 passing, but only 4 out of 7 have become registered. If one looks at the 2006, 2005 and 2004 cohort, and compares the number of graduates who became registered against those who passed their CRT and were eligible to take their WRRT and CSE, the numbers are 15:31, 9:17, and 10:19, respectively. This represents a 48%, 53% and 53% passrate, respectively, or an overall (34:67) 50.7% passrate.

The following areas that will be covered in more depth in the curriculum are Quality Control for blood gas analyzers and other equipment, assisting in special procedures, and trouble shooting equipment.

Action:

The low number of graduates pursuing their RRT credential continues to be of concern. Of the 15 graduate surveys returned, 14/15 answered that they are pursuing the RRT credential, however, only 4 to date are registered. All responded that the program strongly encouraged the students to apply and pass their credentialing exams. More area hospitals are encouraging that only RRT credentialed RT's are able to work in the critical care areas (ICU's) and take leadership roles in their departments. However, these area hospitals do not require a specific date that the graduates need to be registered by. Most area hospitals do not reward the therapist monetarily for becoming registered. To reverse this trend, the program has adopted a new course and policies. A new credentialing examination review course will be offered beginning this Spring semester (2009) in the fourth semester (last semester) to the second year students. It will be taught in the first 8 weeks of the 16-week semester preparing the students for the SAE, CRT and RRT examinations. The students will take the SAE in April and CRT exam in May prior to graduating in June. The first week after graduation, an intensive review course will be given so that the students will be better prepared for the RRT examinations with the expectation to take the registry exams by the end of June. Placed in the Student Handbook is a requirement that students become registered within the first month after graduation. Students were informed of these new requirements and signed a document stating they understood the expectations. Although enforcement may not be possible, we have adopted this policy as a program requirement. Computer software programs for the CRT, WRRT and CSE have been purchased for these courses. The Vice President of Instruction and Dean are in support of these changes. It also is anticipated that within a few years, the number of graduates becoming RRT credentialed will increase due to the new NBRC credentialing policy. The Advisory Committee has also discussed the importance of hospitals placing greater emphasis on therapists becoming registered in a timely manner. At a recent MARS (Managers of Respiratory Services) meeting, the topic of requiring therapists to become registered and monetarily rewarding registered therapists were debated which is at least raising awareness of promoting professionalism in our area hospitals. To address the lower scores in areas on the WRRT, in the clinical setting, clinical instructors will be proactive in finding experiences where students can observe and assist in special procedures. Quality control of equipment has also been expanded in the curriculum.

Evaluation System:

Comp Written RRT SAE

Cut Score:

55

Analysis:

Analyzing the scores of the students taking the SAE, 30 out of 43 received a "cut score" of 55 or higher on the test. This is 69.77% which is a significant improvement over the 2007 student's test results. Areas that scored less than the "cut score" of 55 were 2A (49) - select, assemble, use and troubleshoot equipment, 3C (53) - remove bronchopulmonary secretions, 3E (43) - evaluate and monitor patient's responses, 3F (53) - independently modify treatment, and 3J (51) - act as an assistant to a physician.

Action: In an effort to prepare students for their required examinations, a new comprehensive credentialing examination review course will be offered in the fourth semester (last semester) to the second year students. It will be taught in the first 8 weeks of the 16-week semester preparing the students for the SAE, CRT and RRT examinations. The students will take the SAE in April and CRT exam in May prior to graduating in June. The first week after graduation, an intensive review will be given so that the students will be better prepared for the RRT. Placed in the Student Handbook is the requirement that students become registered within the first month after graduation. Although enforcement may not be possible, with the support of the Vice President of Instruction and the Dean, we have adopted this policy as a program requirement. We are sending a message to our graduating students that preparing and passing their credentialing exams are a priority. The Advisory Committee has also discussed the importance of hospitals placing greater emphasis on therapists becoming registered in a timely manner. At a recent MARS (Managers of Respiratory Services) meeting, the topic of requiring therapists to become registered and monetarily rewarding registered therapists were debated which is at least raising awareness of promoting professionalism in our area hospitals. The areas that scored lower on the SAE will be emphasized in the curriculum and reviewed in the new review course. Computer software programs have been purchased that are practice CRT, WRRT and CSE exams.

Surveys - Cognitive Domain

Evaluation System: Employer Surveys-- Cognitive
Cut Score: 3 or greater on a 5-point Likert scale
Analysis: EC- 20 employer surveys were returned electronically. The surveys were administered through DataARC. It is hoped that this method will bring increased return rates in the future. All employers rated the new graduates at a "cut score" of 3 or above on a 5 point Likert Scale. There were no definitive comments in this section, however, in the additional comments section, the employers wrote "this student uses critical thinking and is an excellent employee", and "Kacie is an excellent Therapist for just coming out of school." This last comment was made by an employer who is out-of-state where this student moved to and is not familiar with our college. Other positive comments included graduates demonstrating good assessment skills with strong didactic knowledge.

Action: The program has always had a strong emphasis on problem solving and understanding the patient's underlying pathophysiology. Shifting to 12 hour clinical days was one strategy of exposing students to continuum of care. Critical thinking skills continue to be an area that is emphasized in the clinical setting. A therapist who is able to problem solve and make appropriate decisions at the bedside is the valuable team member and employee. Recently, simulation manikins (SIM-man and METI) have been purchased by the Nursing program to assist their students in bedside assessment and decision-making. The RT program is using the simulation manikins for teaching assessment skills. As training is offered, more scenarios will be developed for student learning. Computer software is available to simulate patient scenarios and patient management in the computer lab. There are also open lab hours for skills rehearsal and tutoring.

Evaluation System: Graduate Survey - Cognitive
Cut Score: 3 or greater on a 5-point Likert scale

Analysis: Item GC -The rate of return is below the threshold of 50% at 46.74% for the most current 3 year average and at 48.8% for the 5 year average. The Graduate Surveys were emailed to all the graduates using the DataArc Survey system. At least 7 email addresses were incorrect, so a letter was sent via mail to the addresses in the program's database. 4 letters returned because of unknown forwarding addresses. Two more emails were sent to the Graduates reminding them to take the survey. 15 graduates did take the survey. All rated the questions at or above the "cut score" of 3 on a 5 point Likert Scale. One graduate comment was "I think that Grossmont College has the best respiratory therapy program in San Diego, and I am happy I went there." Strengths of the program from the graduates who responded included, "teaching about ventilators and modes," "pathophysiology and hemodynamics," "lab time very valuable," "excellent clinical instructors," "good instructors," "critical thinking," and "giving the students a great base to enter the workforce." Suggestions to strengthen the program included, "more lab time and clinical hours," "work on time management skills" and "more instructors and newer equipment for labs."

Action: Item GC -With the rate of return slightly below the threshold, the program will contact the graduates repeatedly to receive their surveys at or above the threshold. Stressing to the graduates how important their contribution is in the accreditation process will continue to be a priority.

Continue to emphasize disease pathology and critical thinking skills based on assessment data in all aspects of the curriculum. Relate this information back to patient management. Integrating simulation manikins into the curriculum should continue to reinforce assessment, patient management and critical thinking skills. The computer lab and RT lab are also available for students to review skills and patient scenarios. Discuss with the college administration the possibility of adding more clinical hours to the curriculum. Due to the current budget crisis, however, any new budgetary proposals may be placed on hold. Continuing to provide tutors and open lab hours will reinforce concepts learned in the classroom and clinical areas. A proposal has been given to the administration to hire one more full time RT faculty member, however, due to the budget crisis in our state which affects the college's budget, the college has temporarily implemented a hiring freeze.

Surveys - Psychomotor Domain

Evaluation System: Employer Surveys - Psychomotor
Cut Score: 3 or greater on a 5-point Likert scale
Analysis: EP - 20 surveys were returned. All the responses were rated at a "cut score" of 3 or higher on a 5 point Likert Scale. Two comments were made in regards to being oriented to assist with bronchoscopies and needing more hands on training.

Action: Continue to pursue more clinical sites for the externship program so more students can participate in it. This is not a required course for the major, however, most of the students expressed the desire to have this additional clinical experience. Having students observe more special procedures will be stressed to clinical instructors. Many of the required clinical rotations are 12 hour days which provide a more realistic experience for the students.

Evaluation System: Graduate Survey - Psychomotor
Cut Score: 3 or greater on a 5-point Likert scale
Analysis: Item GP -14 of the 15 graduates rated themselves as clinically proficient in all the areas evaluated with a "cut score" of 3 or above on a 5 point Likert Scale. One graduate rated him/herself as "2" in 3 of the 4 areas questioned. This graduate did not respond with any comments.

Action: Item GP -Continue to provide clinical experiences that develop proficiency in required skills necessary to be an effective respiratory therapist. Twelve hour clinical rotations and the externship opportunity have provided more continuity of patient care. Parallelism will continue to be monitored and discussed in clinical faculty meetings so that key clinical experiences are similar from one clinical site to another. Tutoring is available for skills rehearsal during open lab hours and the addition of simulation labs is hoped to fine tune clinical skills. A new Health/Physical Sciences building will be completed in 2010 with Proposition approved funds. The new building will provide two lab classrooms, one designated for first year and one for second year. Currently, both classes share one lab classroom. There will also be multidisciplinary simulation labs and new lecture classrooms. The availability of these new lab classrooms for skills rehearsal and instruction will only enhance the current program.

Surveys - Affective Domain

Evaluation System: Employer Surveys - Affective
Cut Score: 3 or greater on a 5-point Likert scale
Analysis: EA - 20 surveys were returned. All the questions were rated with a "cut score" of 3 or above on a 5 point Likert Scale. The overall rating of the program's graduates was 4.2 on a 5 point Likert Scale. In the additional comments section, employers included graduates being cooperative working in a team, communicating well with physicians and nurses, good listeners and able to organize a workload.

Action: Continue to emphasize and model good communication skills and team work among faculty and staff. Good work ethics (attendance, etc.) and professional behavior need to be stressed and modeled by faculty and therapists. Consequences of tardiness in the workplace needs to be similar in the clinical setting. Clinical instructors are encouraged to enforce the rules and standards of clinical attendance.

Evaluation System: Graduate Survey - Affective
Cut Score: 3 or greater on a 5-point Likert scale
Analysis: Item GA -14 out of 15 graduates rated the program as preparing them to communicate effectively, conduct themselves ethically and professionally, be efficient in time management and become credentialed Respiratory Therapists. One graduate rated him/herself as not being taught how to manage time effectively or communicate proficiently. Comments included having more real life workloads for students to learn time management effectively. Of the 15 graduate responses, 14 out of 15 replied that they are actively pursuing the NBRC RRT credential.

Action: Item GA -Development of positive workplace skills are encouraged by faculty members. Students are evaluated on their communication skills, attendance, and professional appearance and attitudes in the clinical setting. Faculty foster professional conduct and behavior in the classroom and clinical settings. Web-based student memberships in the AARC and CSRC have improved the student's involvement in these professional organizations. Hopefully, all graduates will continue to support these organizations and understand the importance of membership. The low number of graduates becoming registered continues to be of concern and steps have been taken to address this. A new comprehensive credentialing review course will be offered in the fourth semester (last semester) to the second year students. It will be taught in the first 8 weeks of the 16-week semester preparing the students for the SAE, CRT and RRT examinations. The students will take the SAE in April and CRT exam in May prior to graduating in June. The first week after graduation, an intensive review will be given so that the students will be better prepared for the RRT. Placed in the Student Handbook is the requirement that students become registered within the first month after graduation. Although enforcement may not be possible, we have adopted this policy as a program requirement. It is also anticipated with implementation of the new NBRC 3-year policy, that the number of graduates becoming registered will increase over time.

Attrition / Retention

Evaluation System: Attrition / Retention
Analysis: Only 2 students dropped out of the program. Both were for personal reasons.
Action: Faculty continue to encourage students to seek out student services that will benefit them and keep them in school. Tutoring continues to be available to students through vocational funds.

Positive Placement

Evaluation System: Positive Placement
Analysis: Thirty-two of the thirty-seven graduates are gainfully employed (86%).
Action: Employers actively recruit students on campus during the last semester of the program. Students have training sessions available to them on interviewing and resume writing. Various hospitals also have a "Student Night" through the CSRC local chapter in the Spring semester. With 3 other RT schools in the San Diego area, RT positions are becoming fewer, however, most of our graduates have found gainful employment. A few have moved out of the area.

Current Program Statistics

CoA Reference: 200685

Program Enrollment and Attrition Table with Current and Past Five Years' Data(if available):

Enrollment Year	Enrollment Date	Graduation Date	Estimated Number of Applicants	Maximum Number of Students	Number Initially Enrolled	Number Enrolled After Class Start	Total Enrollment Number	In Progress To-Date	Non-Academic Attrition	General Education Courses Attrition	Professional Courses Attrition	Attrition	Percent Attrition	# Grads to Date
2008	8/21/2006	6/3/2008	75	45	45	0	45	2	1	0	1	2	4.4 %	41
2007	8/22/2005	5/30/2007	70	45	42	1	43	1	1	0	1	2	4.7 %	40
2006	8/23/2004	5/30/2006	60	45	42	0	42	0	6	0	2	8	19.0 %	34
2005	8/25/2003	5/31/2005	25	35	21	3	24	0	1	0	2	3	12.5 %	21
2004	8/19/2002	6/1/2004	30	35	23	0	23	0	3	0	1	4	17.4 %	19
2003	8/20/2001	6/4/2003	20	35	16	0	16	0	1	0	1	2	12.5 %	14
2002	8/21/2000	6/4/2002	30	35	23	1	24	0	2	0	1	3	12.5 %	21

Graduates by Enrollment Cohort

Enrollment Year	Enrollment Date	On-Time Graduation Date	Graduated in (Year)								# Grads to Date	
			2008	2007	2006	2005	2004	2003	2002	2001		
2008	8/21/2006	6/3/2008	41									41
2007	8/22/2005	5/30/2007	3	37								40
2006	8/23/2004	5/30/2006			34							34
2005	8/25/2003	5/31/2005				21						21
2004	8/19/2002	6/1/2004					19					19
2003	8/20/2001	6/4/2003							14			14
2002	8/21/2000	6/4/2002								21		21
Total Graduates by Year =			44	37	34	21	19		14	21	0	190

Outcomes Summary

	Graduation Year Class of..								Threshold	3 yr Total 2007 to 2005	5 yr Total 2007 to 2003
	2008	2007	2006	2005	2004	2003	2002	2001			
Graduates	44	37	34	21	19	14	21	0		92	125
Outcomes Assessments										3 yr Avg 2007 to 2005	5 yr Avg 2007 to 2003
Attrition	4.4 %	4.7 %	19.0 %	12.5 %	17.4 %	12.5 %	12.5 %	0.0 %	30%	11.9 %	12.8 %
Retention	95.6 %	95.3 %	81.0 %	87.5 %	82.6 %	87.5 %	87.5 %	0.0 %		88.1 %	87.2 %
Positive Placement	0.0 %	86.5 %	94.1 %	81.0 %	100.0 %	100.0 %	76.2 %	0.0 %	70 %	88.0 %	91.2 %
NBRC CRT Credentialing % grads Success	77.3 %	81.1 %	97.1 %	81.0 %	100.0 %	100.0 %	66.7 %	Infinity	80 %	87.0 %	90.4 %
NBRC RRT Credentialing % grads Success	4.5 %	10.8 %	44.1 %	42.9 %	52.6 %	50.0 %	52.4 %	0.0 %	50 %	30.4 %	36.0 %
Comp Written RRT SAE % grads Success	68.2 %	51.4 %	58.8 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	80 %		
Employer Survey - % returned	0 %	62.5 %	90.6 %	41.2 %	68.4 %	57.1 %	43.8 %	0 %	50 %	69.1 %	67.5 %
Employer Survey - Cognitive - Success	0.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0.0 %	100.0 %		
Employer Survey - Psychomotor - Success	0.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0.0 %	100.0 %		
Employer Survey - Affective - Success	0.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0.0 %	100.0 %		
Graduate Survey - % returned	0.0 %	40.5 %	47.1 %	57.1 %	42.1 %	71.4 %	28.6 %	0 %	50 %	46.7 %	48.8 %
Graduate Survey - Cognitive - Success	0.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0.0 %	100.0 %		
Graduate Survey - Psychomotor - Success	0.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0.0 %	100.0 %		
Graduate Survey - Affective - Success	0.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0.0 %	100.0 %		

	Enrollment Year								Threshold	3 yr Total 2007 to 2005	5 yr Total 2007 to 2003
	2008	2007	2006	2005	2004	2003	2002	2001			
Enrollment	45	43	42	24	23	16	24	0		109	148

NBRC Annual School Summary Report

Report as of 09/18/2008

GROSSMONT CLG - #200085

Exam: CRT

Graduation Year	Graduates Tested	Total Passing		Passing First Time		Passing Repeaters	
		n	%	n	%	n	%
2008	41	34	82.9%	31	75.6%	3	7.3%
2007	31	30	96.8%	21	67.7%	9	29.0%
2006	31	31	100.0%	27	87.1%	4	12.9%
2005	19	17	89.5%	10	52.6%	7	36.8%
2004	19	19	100.0%	14	73.7%	5	26.3%
2003	14	14	100.0%	11	78.6%	3	21.4%
2002	16	14	87.5%	9	56.3%	5	31.3%

Exam: CSE

Graduation Year	Graduates Tested	Total Passing		Passing First Time		Passing Repeaters	
		n	%	n	%	n	%
2008	2	2	100.0%	2	100.0%	0	0.0%
2007	7	4	57.1%	0	0.0%	4	57.1%
2006	16	15	93.8%	7	43.8%	8	50.0%
2005	11	9	81.8%	5	45.5%	4	36.4%
2004	8	8	100.0%	3	37.5%	5	62.5%
2003	8	7	87.5%	5	62.5%	2	25.0%
2002	13	11	84.6%	7	53.8%	4	30.8%

Exam: WRRT

Graduation Year	Graduates Tested	Total Passing		Passing First Time		Passing Repeaters	
		n	%	n	%	n	%
2008	8	6	75.0%	6	75.0%	0	0.0%
2007	12	9	75.0%	6	50.0%	3	25.0%
2006	20	17	85.0%	13	65.0%	4	20.0%
2005	12	10	83.3%	8	66.7%	2	16.7%
2004	10	9	90.0%	8	80.0%	1	10.0%
2003	8	8	100.0%	8	100.0%	0	0.0%
2002	13	13	100.0%	10	76.9%	3	23.1%

NBRC Annual School Summary Report

Report as of 09/18/2008

GROSSMONT CLG - #200085

Graduates Receiving Credential After Graduation

Graduation Year	Graduates Earning CRT	Graduates Earning RRT
2008	34	2
2007	31	4
2006	31	15
2005	18	9
2004	19	10
2003	14	7
2002	16	11

APPENDIX A - Resource Assessment

(Matrix Format)

Programs holding a Letter of Review or Accreditation are required to complete Resource Assessment at least annually (Standard III.D). Programs holding an Approval of Intent are required to complete the first 3 blank columns of this matrix (Purpose, Measurement System, and Dates of Measurement) or complete the same information using the alternative full-page forms.
 (see survey instruments and examples at www.coarc.com/eval_instruments_handbook.htm)

#	RESOURCE	PURPOSE (S) (Role(s) of the resource in the program)	MEASUREMENT SYSTEM * (types of measurements)	DATE (S) OF MEASUREMENT	RESULTS and ANALYSES (Include the # meeting the cut score and the # that fell below the cut score)	ACTION PLANS and FOLLOW UP (What is to be done, Who is responsible, Due Date, Expected result)
1	ADVISORY COMMITTEE	To actively develop, promote, support and evaluate the goals of the respiratory therapy programs.	1) Program Personnel Resource Survey 2) Advisory Committee Minutes	1) January and September, 2008 2) January and September, 2008	1) All faculty (10 out of 10) surveyed rated the Advisory Committee at 4 or higher on a 5 point Likert Scale. 2) The Medical Director (1 out of 1) surveyed rated the Advisory Committee at 5 on a 5 point Likert Scale.	Continue to keep Advisory Committee members well informed of program's activities and ask for committee's feedback and input.
245		To provide effective medical direction for the program to ensure that current standards of medical practice are met.	1) Student Program Resource Survey 2) Program Personnel Resource Survey	1) May, 2008 2) January and September, 2008	1) Of all first year and second year students surveyed, under Physician Interaction, 8 out of 33 first year students and 1 out of 37 second year students rated Physician Interaction below the "cut score" of 3 on a 5 point Likert Scale. The question in the survey did not specifically address the Medical Director. 2) All faculty surveyed (10 out of 10) and 12 out of 13 Advisory Committee members surveyed rated the Medical Director at 4 or higher on a Likert Scale of 5.	Consider having the Medical Director as a guest lecturer more often? The Medical Director does provide Physician rounds at his hospital during the student's clinical rotation in the second year. Continue to foster positive communication between the faculty, Advisory Committee members and Medical Director through correspondence and meeting participation.
2	MEDICAL DIRECTOR (S)					

3	<p style="text-align: center;">FACULTY</p>	<p>To provide effective laboratory, classroom and clinical instruction; to be effective expamiles for students in all three domains.</p>	<p>1) Student Program Resource Survey 2) Program Personnel Resource Survey</p>	<p>1) May, 2008 2) January and September, 2008</p>	<p>1) Of the first year students surveyed, 32 out of 33 rated the faculty at or above the "cut score" of 3 on a 5 point Likert scale. The question rated at a "2" referred to adequate faculty number in lab and clinical. Of the second year students surveyed, 37 out of 38 rated the faculty at or above the "cut score" of 3 on a 5 point Likert scale. The question rated at a "2" referred to faculty member's willingness to help students. 2) All faculty and Advisory Committee members surveyed rated the faculty at or above the "cut score" of 3 on a 5 point Likert scale.</p>	<p>Faculty need to continue to foster positive relationships with students and be available for students during office hours. Budget constraints restrict hiring more faculty in lab and in the clinical areas.</p> <p>Continue to promote effective teaching practices through staff development activities and faculty meetings.</p>
4	<p style="text-align: center;">SUPPORT PERSONNEL (clerical, academic, ancillary)</p>	<p>To provide appropriate and effective clerical support for the program.</p>	<p>1) College Evaluation 2) Program Personnel Resource Survey</p>	<p>1) Annually - April of each year 2) January and September, 2008</p>	<p>1) The program secretary was evaluated by the Program Director and Associate Dean. Both rated her work at good to excellent in all categories. 2) All faculty and Advisory Committee members rated the program secretary at or above a "cut score" of 3 on a 5 point Likert Scale. The faculty, specifically, rated the secretary at 4 or above on a 5 point Likert Scale.</p>	<p>Continue to encourage and thank the program secretary for the exceptional job she is doing serving students, faculty and the program. She is also provided free training in computer software programs that are offered on campus to enhance her skills.</p>
5	<p style="text-align: center;">FACILITIES (classroom, lab, offices, ancillary)</p>	<p>To provide adequate classroom, laboratory, office space and accommodations.</p>	<p>1) Student Program Resource Survey 2) Program Personnel Resource Survey</p>	<p>1) May, 2008 2) January and September, 2008</p>	<p>1) 28 out of 33 first year students rated the facilities at or above the "cut score" of 3 on a 5 point Likert Scale. 36 out of 37</p>	<p>A new Health/Physical Science building is currently being constructed with completion in 2010. This will provide an additional lab</p>

<p>classroom and new lecture classrooms. There also will be a multidisciplinary simulation lab and mock code lab.</p>	<p>second year students rated the facilities at or above the "cut score" of 3 or higher. 2) All faculty and 10 out of 11 Advisory Committee members rated the facilities at or above the "cut score" of 3 on a 5 point Likert Scale.</p>				
<p>The Health Professions Programs and the Division Dean have outlined a budget for capital outlay for the new building. The program will continue to monitor the needs of the lab classes to order or rent sufficient equipment to support the curriculum. However, there are constraints on rental equipment due to availability.</p>	<p>1) 26 out of 33 first year students rated the Laboratory equipment and supplies at or above the "cut score" of 3 on a 5 point Likert Scale. 36 out of 38 second year students rated the Laboratory equipment and supplies at or above the "cut score" of 3 on a 5 point Likert Scale. 2) All faculty and Advisory Committee members rated the Laboratory equipment and supplies at or above a "cut score" of 3 on a 5 point Likert Scale.</p>	<p>1) May, 2008 2) January and September, 2008</p>	<p>1) Student Program Resource Survey 2) Program Personnel Resource Survey</p>	<p>To provide students with the equipment and supplies sufficient to prepare them for clinical practice.</p>	<p>LAB EQUIPMENT /SUPPLIES</p>
<p>Reminding students that all medical libraries at all the clinical affiliates, UCSD and SDSU are available as resources, not just the college library. Budget constraints dictate library hours of operation.</p>	<p>1) 29 out of 33 first year students and 37 out of 38 second year students surveyed rated the library resources at or above a "cut score" of 3 on a 5 point Likert Scale. Questions receiving a "2" or "1" score included extending library hours and having sufficient materials in the library. 2) All faculty and Advisory Committee members rated this area at 4 or higher on</p>	<p>1) May, 2008 2) January and September, 2008</p>	<p>1) Student Program Resource Survey 2) Program Personnel Resource Survey</p>	<p>To support student needs for supplemental reading, electronic and print reference materials, research and computing resources.</p>	<p>LEARNING RESOURCES (print, electronic reference materials; computer resources)</p>

<p>FINANCIAL RESOURCES (fiscal support, acquisition /maintenance of equipment /supplies, continuing education)</p>	<p>To provide adequate fiscal support for the retention of personnel and the acquisition and maintenance of equipment and supplies.</p>	<p>1) Program Budget Analysis 2) Program Personnel Resource Survey</p>	<p>1) Annual 2) January and September, 2008</p>	<p>a 5 point Likert Scale.</p> <p>1) Operating budgets have been adequate to sustain the program, but, not to provide capital outlay for many expensive pieces of equipment (i.e. ventilators). The rental budget has increased yearly to meet this deficit in purchasing. Grant monies have supplemented the operating budget every year. This year, due to state budget cutbacks, the program budget was cut by 5% with a freeze on expenditures for staff development and hiring.</p> <p>2) 1 out of 15 Advisory Committee members and 1 out of 10 faculty members rated Financial Resources as a "2" below the "cut score" of 3 on a 5 point Likert Scale.</p>	<p>The college budget is dependent on State resources which are currently changing. It is projected that all college programs will be forced to cut their budgets by 5% or more this year. Staff development and conference attendance are frozen as are hiring new employees. The Action plan is to be resourceful, fiscally sound and look for grants.</p>
<p>8</p>	<p>248</p>	<p>1) Student Program Resource Survey 2) Program Personnel Resource Survey</p>	<p>1) May, 2008 2) January and September, 2008</p>	<p>1) 30 out of 33 first year students and 37 out of 38 second year students surveyed rated the Clinical Resources at or above the "cut score" of 3 on a 5 point Likert Scale. The questions that were rated 2 or 1 dealt with length of clinical time, adequate number and variety of</p>	<p>Clinical faculty meetings should continue to focus on parallelism among clinical sites and completing clinical competencies.</p>
<p>9</p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>

10	PHYSICIAN INSTRUCTIONAL INPUT	To assure that program graduates can communicate and work with physicians in a confident and professional manner.	1) Student Program Resource Survey 2) Program Personnel Resource Survey	1) May, 2008 2) January and September, 2008	<p>2) All faculty and Advisory Committee members rated Clinical Resources at or above the "cut score" of 3 on a 5 point Likert Scale.</p> <p>1) 24 out of 33 first year students and 33 out of 37 second year students rated Physician Input at or above the "cut score" of 3 on a 5 point Likert Scale.</p> <p>2) All the faculty and Advisory Committee rated Physician Input at or above the "cut score" of 3 on a 5 point Likert Scale.</p>	Encourage more guest lectures by Physicians; encourage and schedule more Physician contact in clinicals with first year students.
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Programs are required to use the questions/items in the CoARC "Personnel-Program Resource Survey" instrument and incorporate the results into the assessment of all of the above resource categories (rows).

Programs are required to use the questions/items in the CoARC "Student-Program Resource Survey" instrument and incorporate the results into the assessment of all of the above resource categories (rows), except "Financial Resources".

Programs are encouraged to use other instruments and mechanisms to provide additional information about the status of program resources.

APPENDIX 17

VTEA REPORT TO LOCAL PLANNING TEAM

Respiratory Therapy Program

March 27, 2008

3:00-5:00pm

- 1. Summarize the activities that were planned for 2007-2008 and their status, i.e. details of accomplishments. Refer particularly to those core indicators that were addressed.**

Program Description:

Respiratory Therapy is an allied health specialty employed in the treatment, management, diagnosis, and rehabilitation of patients with deficiencies and abnormalities associated with the cardio-respiratory system. Specific testing techniques are included to assist in diagnosis, monitoring, treatment and research. Grossmont College prepares the Respiratory Therapy student to receive an Associate of Science degree in Respiratory Therapy, as well as eligibility to sit for the credentialing examinations to become licensed (entry level) and registered (advanced level). Working under the direction of physicians, Respiratory Therapists are involved in a wide variety of life-saving and life-supporting situations treating patients from all age groups. Graduates may choose to specialize in a number of areas including newborn care, pediatrics, pulmonary diagnostics, health education, cardiopulmonary rehabilitation, homecare, and/or management.

The US Bureau of Labor Statistics has projected a national shortage for respiratory therapists (34.8%) through 2012. Because of this shortage, the graduate will encounter many opportunities in clinics, hospitals (acute and critical care areas), home health agencies, pulmonary laboratories and industry. Respiratory Therapy graduates are in demand locally, throughout California, the United States and internationally. The Respiratory Therapy Program at Grossmont College meets a documented labor market demand in California and San Diego County. Employment trends show job growth of 39.4% in California through 2012. Although there are documented shortages in Respiratory Therapy, locally, within the last three years, new vocational Respiratory Therapy schools have opened in San Diego County bringing the total number of schools to 4. The numbers of graduates from all the programs have flooded the San Diego market and this has presented employment challenges to our graduates. However, area Respiratory Therapy department managers have related that Grossmont College graduates are preferred because of their critical

- Professional development activities of faculty were supported which included seminar, workshop and conference attendance.
- Weekly informational meetings for prospective students have increased in attendance.
- Self Assessment Examination (SAE) computer testing will be given to second year students prior to graduation to enhance their preparation for state and national exams and for accreditation requirements.

Implementation Limitations

- Limited financial, faculty and facility resources restrict the Respiratory Therapy Program from fully serving the needs of the students and community (workforce shortage). The difficulty in attracting sufficient qualified adjunct clinical instructors has impacted the clinical training of the students. Hospitals are limiting access to their sites because of three other Respiratory Therapy programs that are competing for clinical affiliates and clinical time. The Director of Clinical Education has not been given reassigned time for his responsibilities so more clinical responsibilities are placed on the program coordinator (director).

2. Summarize the results of the Core Indicator Reports in terms of successes (above state standard) and those that need to be addressed in 2008-2009.

The results of the Core Indicator Reports consistently show that the Respiratory Therapy Program is exceeding the state goals in most areas. Only one area, Nontraditional Participation, is below the Statewide goal.

3. Plan of Activities for 2008-2009.

- 1) Continue tutoring services for students. More and more students need additional help and time to master concepts because there are increasing numbers of students being served from high risk groups, special populations and disadvantaged groups. The program has also increased enrollment to 45 incoming students. The demands for tutoring have increased because of higher class sizes.

4410	Meals and Meeting Refreshments	\$ 700
5210	Travel/Conferences	\$3,000
5350	Software Licenses	\$1,400
5640	Repair of Equipment	\$ 500
5810	Advertising/Marketing	\$ 500
6000	Equipment Purchasing	<u>\$4,000</u>
	Total Expenditures	\$22,450

Section II Part B

**2008-2009 Perkins IV Career and Technical Education Act (Perkins IV) Title IC – Local Application
Program Information by TOP Code
College/District Grossmont College/Grossmont-Cuyamaca Community College District Agreement #: 08-C01-**

TOP CODE(s) [4 or 6 digit] 1210 **Program Title** Respiratory Therapy

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
		Enter applicable number in appropriate column below.		
		Core Indicator addressed by the activity listed	Designate source of funds to be used by assigning a number as shown below:	Status of Activity:
		1 = Tech. Skill Attainment 2 = Credential/Certificate/Degree 3 = Student Persistence or Transfer 4 = Student Placement 5 = Nontrad. Participation 6 = Nontrad. Completion	1 = Perkins IV IC 2 = Other funds 3 = Both 4 = No funds needed	1 = Planned 2 = Started 3 = Continuing 4 = Completed
		Core Indicators	Source of funds	Status
<p>Refer to the District's 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).</p> <p>NOTE: Check the corresponding Section I Part A form for the Met/Unmet "Requirements for Use of Funds." Each TOP Code identified for funding in 2008-2009 must meet each of the nine requirements by June 30, 2012.</p> <p>4 Section 135(b) Requirements</p>	<p>Describe activities to be conducted to address Perkins IV Section 135(b) requirements listed in Column A.</p> <ol style="list-style-type: none"> Under the appropriate requirement, describe activities to be funded by Perkins IV Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.). If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2). 			
<ol style="list-style-type: none"> Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. 	<ol style="list-style-type: none"> 1.1 Purchase materials and equipment to strengthen the curriculum and clinical courses with software, models and simulations that can teach clinical decision making skills. 1.2 Purchase equipment, supplies and library resources to familiarize students with acute and critical care aspects of Respiratory Care. 1.3 Provide didactic and laboratory tutoring to RT students. 1.4 Provide Self Assessment Exam (SAE) to students to prepare them for their board exams (CRT, WRRT, CSE). 	<p>1, 2, 3, 4, 5, 6</p> <p>1, 2, 3, 4, 5, 6</p> <p>1, 2, 3, 4, 5, 6 1, 2, 6</p>	<p>3</p> <p>3</p> <p>3 1</p>	<p>4</p> <p>2</p> <p>3 3</p>
<ol style="list-style-type: none"> Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). 	<ol style="list-style-type: none"> 2.1 Participate in local Tech-Prep activities through RASHI grant. 2.2 Develop Summer School Program for High School students inquiring about Health careers (one week Summer Institute). 2.3 Promote the RT program through Tech-Prep activities including development of relationships and articulation agreements with local middle and high schools. 2.4 Provide information to college and high school students and academic counselors including brochures and recruitment materials. 2.5 Provide recruitment and marketing strategies to increase enrollment and visibility of the program helping to meet workforce shortages. 	<p>4, 5, 6 1, 5, 6</p> <p>1, 5, 6</p> <p>1, 5, 6</p> <p>1, 5, 6</p> <p>5, 6</p>	<p>4 1 1, 4</p> <p>1</p> <p>1, 4</p>	<p>2 1 3 3</p>

Section II Part B
2008-2009 Perkins IV Career and Technical Education Act (Perkins IV) Title IC – Local Application
Program Information by TOP Code
College/District Grossmont College/Grossmont-Cuyamaca Community College District Agreement #: 08-C01-

Column A	Column B	Column C	Column D	Column E
<p>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.</p>	<p>Support and expand work experience courses to allow students one-on-one contact in the clinical setting with practitioners and provide additional clinical training. This requires a partnership between the RT program, area hospitals and clinical facilities.</p>	<p>1, 3, 4, 5, 6</p>	<p>1, 3, 4</p>	<p>3</p>

Section II Part B

2008-2009 Perkins IV Career and Technical Education Act (Perkins IV) Title IC – Local Application
 Program Information by TOP Code

College/District Grossmont College/Grossmont-Cuyamaca Community College District Agreement #: 08-C01-

TOP CODE(s) [4 or 6 digit] 1210 Program Title Respiratory Therapy

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	Support cooperative education courses to allow students one-on-one contact in the clinical setting with RT practitioners and provide additional clinical training.	1, 3, 4, 5, 6	4	3
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry, involve internship programs that provide relevant business experience, and train faculty in the effective use and application of technology.	5.1 Provide training for faculty on simulation mannikins. 5.2 Provide for professional activities to faculty to update knowledge and skills, improve teaching techniques, and to promote professional growth. Attendance at professional conferences and seminars is planned.	1 1	1 3	1 2
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	6.1 Utilize survey methods to elicit feedback on the effectiveness of the program and provide analysis of methods including the needs of special populations. This information will be used for the annual accreditation report. Electronic and paper surveys will be distributed to students, graduates, employers and faculty. 6.2. Student Learning Outcomes are also being developed to assess the effectiveness of each course.	1, 2, 3, 4, 5, 6 1, 3, 5, 6	3 2	3 1

Section II Part B

2008-2009 Perkins IV Career and Technical Education Act (Perkins IV) Title IC – Local Application

Program Information by TOP Code

College/District Grossmont College/Grossmont-Cuyamaca Community College District Agreement #: 08-C01-

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	7.1. Conduct Advisory Board Committee meetings to gather essential information about industry trends and recommendations for the curriculum. 7.2. Conduct a meeting once a year with all area hospital managers to promote stronger partnerships and clinical affiliates. The RT program and curriculum will be explained in detail. Clinical needs of the program will be expressed. 7.3. Elicit information from faculty and employers to ensure appropriate equipment and procedures are part of the curriculum.	1, 2, 3, 4, 5, 6 1, 4 1, 3, 4	3 1 4	3 1 3
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	8.1. Purchase supplies and equipment suitable for presentation of theory and concepts in a class and laboratory format. 8.2. Purchase sufficient equipment to meet curriculum and student needs.	1, 6 1, 6	3 3	3 3
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.	Provide tutoring and student services for special populations.	1, 2, 3, 4, 5, 6	3	3

Section II Part B

**2008-2009 Perkins IV Career and Technical Education Act (Perkins IV) Title IC – Local Application
Program Information by TOP Code**

College/District Grossmont College/Grossmont-Cuyamaca Community College District Agreement #: 08-C01-

TOP CODE(s) [4 or 6 digit] _____

Program Title _____

Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to: (1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.	10.1. Utilize survey methods to elicit feedback on the effectiveness of the program and provide analysis of methods including the needs of special populations. 10.2. Continue partnerships with local hospitals and professional organizations to improve marketing and recruitment strategies, and increase professional visibility. 10.3. Support the role of Director of Clinical Education to strengthen and broaden the local educational partnerships with hospitals and ensure parallelism among student clinical experiences.	1, 2, 4, 6 1, 2, 4, 6 1, 4	2 3 2	3 3 1
(2) Provide career guidance and academic counseling for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.	10.4 Provide job shadowing experiences for prospective students with local hospitals. 10.5. Conduct informal informational meetings for prospective RT students.	3, 4, 5, 6 3, 4, 5, 6	4 2	3 3
(3) Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.	10.6. Conduct a meeting once a year with area hospital RT managers to promote stronger partnerships and clinical affiliates.	4	1	1
(4) Provide programs for special populations.				
(5) Assisting career and technical student organizations.	10.7. Support the RTC (RT Student Club) activities by funding various student projects.	1, 3, 4	1	1
(6) For mentoring and support services;				

Section II Part B

**2008-2009 Perkins IV Career and Technical Education Act (Perkins IV) Title IC – Local Application
Program Information by TOP Code**

College/District Grossmont College/Grossmont-Cuyamaca Community College District Agreement #: 08-C01-

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(7) Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.	10.8. Provide funds for rental of equipment needed to support the lab curriculum.	1, 2, 3, 5, 6	3	1, 2
(8) Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry.	10.9. Provide funds to develop stronger teaching strategies for faculty – including stipends to adjunct faculty to teach additional lectures. 10.10. Provide funds for industry experts to share their expertise as guest lecturers..	1	3	1
(9) Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.				
(10) Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.				
(11) Providing activities to support entrepreneurship education and training.				

Section II Part B
2008-2009 Perkins IV Career and Technical Education Act (Perkins IV) Title IC – Local Application
Program Information by TOP Code
College/District Grossmont College/Grossmont-Cuyamaca Community College District Agreement #: 08-C01-

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(12) Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.				
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and consumer sciences programs.				
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				
(16) Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.				
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.				

Section II Part B
2008-2009 Perkins IV Career and Technical Education Act (Perkins IV) Title IC – Local Application
Program Information by TOP Code
College/District Grossmont College/Grossmont-Cuyamaca Community College District Agreement #: 08-C01-

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				

APPENDIX 18

**Grossmont College
Respiratory Therapy Program
Advisory Committee Meeting
Thursday, January 24, 2008**

MINUTES

MEMBERS PRESENT

Abdul Gardezy	Grossmont College/UCSD Med. Center/Alvarado
Amy Waldrop	Grossmont College/
Becky Handley	Grossmont College Faculty
Benny Castro	Grossmont College/UCSD
David Willms, MD	Sharp Medical Director
Debbie Yaddow, RN	Grossmont College/Interim HP Director
Donna Murphy	Grossmont Hospital/Sharp Grossmont
Doug Morris	
Frank Mannino, MD	UCSD
Fred Allen	Dean, Business & Professional Studies, Grossmont College
Garner Faulkner II	Grossmont College/
Guillermo Friederichsen	Kaiser
Jeri Chaldeckas	Alvarado Hospital
Dr. Jerry Fein	
Jim Goodmar	UCSD
Jim Koch	Grossmont College/Palomar Hospital
Joel Catungal	Grossmont College/VA Hospital
Kathy Johnson	Grossmont College/Kaiser
Kathy Sullivan	American Lung Association
Kori Menzies	Grossmont College/
Lorenda Seibold-Phalan	Grossmont College
Mark Tendal	Respironics
Marty Rosenberg	Scripps Memorial Hospital
Melissa Brown	Grossmont College
Peggy Wells	Kaiser/Grossmont
Rick Fort	UCSD
Robert Clevenger	Grossmont College/Naval Hospital
Stephen Welch	Rady Children's Hospital
Tiffany Walker	Grossmont College/Class President 2008
Dr. Tim Morris	
Tina Pitt	Grossmont College/Academic VP

Recording Secretary:

Carolina Cruz

1. Welcome/Introductions – Lorenda Seibold-Phalan

Ms. Seibold-Phalan called the meeting to order at 12:20 P.M.

Lorenda made introductions as follows:

Carolina Cruz, Full Time Secretary for the RT Program

Tina Pitt, Academic VP

Fred Allen, Dean of Business

Debbie Yaddow, Interim Associate Dean

Self-introductions were made.

Ms. Seibold-Phalan discussed the importance of employers completing the employer survey forms for graduating students, as it serves as a good tool to measure how graduates are functioning in their new employment. Surveys available on the back table. List for 2007 will be sent to Advisory members.

Lorenda gave an update on Barry Winn, he will not be returning until Spring Semester. He is in Pacific Regents of La Jolla Room 315. He is taking visitors now.

2. Acceptance of Minutes – January 20, 2006

Motion made by Kathy Johnson, seconded by Fred Mannino, MD to approve the minutes as written. Motion carried.

3. College Update – Dean Fred Allen

Tina Pitt reinforced the need for feedback from the community.

- WASC for Academic – Are the students what the community needs!
- Parking Structure – this year students 1st / staff parking off campus
- Budget Cuts (Gov) – timeline unknown right now
- Academics is priority (travel, conference, supply, looking at grants to supply funding)
- Dr. Sunita Cooke unable to come to meeting today.

Dean Allen gave the following campus update:

- Construction on the new Health Science Building to start August 2008 with a 2 yr construction timeline. Reviewed slide show. 2 Buildings will house Administration of Justice, Nursing, Physics, Respiratory, Cardiovascular, Occupational Therapy Assistant, Speech Language Pathology
- Remodeling of Physical Science Building in process now to be completed by August 2008.

Lorenda will take Advisory members on tour of campus new buildings and lab areas.

4. Status of Program – Lorenda Seibold-Phalan

A. Graduating Class 2008

**B. Current Enrollment
Class of 2007**

- Of the 37 graduating students, 4 no licensure. Others took jobs in San Diego and other Cities.

Second Year Class 2008

- Start with 48 students / current 44 students (3 Re-entry)

First Year Class 2009

- Start with 47 / current 41 students (1 Re-entry)
- Six students dropped out.

C. Recruitment/Applicant Pool

- 250 on file / 40 responded to Fall 08 and 13 from last year wait list

D. Accreditation Annual Report and Response

Remind students what Hospitals do! For??

Voted – 1st Lorenda, 2nd Steve Children's – unanimous
COARC/NBRC - suggestions

E. Student Clubs/Club Activities

Tiffany Walker, class President 2008 and Issac Zamora, class President 2009, reported on the following activities:

- Asthma Walk in Point Loma 2008/2009
- Soup Plantation fundraiser 2008/2009
- October 2007 Wild Fires and QUALCOMM experience – Both the 2008/2009 students rotated working schedules in the Medical Triage area assisting patients with breathing problems and transportation.
- T-Shirt Fundraiser
- Campus will now be a non-smoking campus in 2009

F. Program Purchases

Budget good for 2007-2008, 2 pieces of equipment on wish list. Had repairs done to current equipment.

5. Other Items/Announcements

- Ventilator Conference on March 9, 2008
- Children's Wave Forms on Feb 13, 2008

6. Adjournment for Tour of Respiratory Therapy Lab, Computer Lab, Simulation Lab.

Meeting was adjourned at 1:30 P.M.

Submitted by: Lorenda Seibold-Phalan

APPENDIX 19

Grossmont Community College
Department of Health Sciences
Respiratory Therapy Program

Job Description
Program Director

Qualifications:

- 1) Master's degree preferred, Bachelor's degree required. Must be a graduate of an AMA approved Respiratory Therapy program.
- 2) Must be a Respiratory Therapist Registered by the NBRC.
- 3) Must have at least four (4) years experience in Respiratory Therapy, of which at least two (2) years should have been spent in a teaching position in an accredited Respiratory Therapy program
- 4) Must demonstrate current clinical proficiency.

Duties and Responsibilities:

- 1) The Program Director shall serve as a faculty member in the Respiratory Therapy Program (see faculty member job description).
- 2) The Program Director shall develop and coordinate recruitment activities to assure quality students for the program; and interviews prospective students to determine their qualifications for the program.
- 3) The Program Director shall advise prospective and current students on registration, academic standing, degree requirements, etc..
- 4) The Program Director shall prepare and maintain reports for the purpose of obtaining and maintaining accreditation, including evaluation instruments and academic records on students in the program; and coordinates on-site visits by accreditation teams.
- 5) The Program Director shall insure that the non-clinical units of instruction are properly coordinated and that all students receive didactic and laboratory training and instruction, which provides adequate background for entry into clinical work, utilizing an appropriate plan of action developed in consultation with the faculty and division dean.
- 6) The Program Director shall attend Academic Senate meetings, Chairs and Coordinators meetings and Health Science Coordinators meetings as required.
- 7) The Program Director shall perform faculty evaluations as designated by contract.

Accountability

- 1) The Program Director is directly responsible to the Dean of Business and Professional Studies.
- 2) The Program Director shall cooperate fully with the Medical Director and the Director of Clinical education in the planning and evaluation of all aspects of instruction in the program.

APPENDIX 20

**California Occupational Employment Projections 2002-2012
Occupations With the Fastest Growth [1]**

<u>SOC Code</u>	<u>Occupational Title</u>	<u>2002 [3]</u>	<u>2012</u>	<u>Percent Change</u>	<u>Median Hourly Wage*</u>	<u>Education & Training Levels (definitions)</u>
28-2021	Dental Hygienists	16,800	26,200	57.8%	\$40.86	Associate Degree (6)
31-9091	Dental Assistants	42,700	67,100	57.1%	\$16.00	Moderate-Term OJT (10)
47-2082	Tapers	9,200	14,400	56.5%	\$21.06	Moderate-Term OJT (10)
47-2081	Drywall and Ceiling Tile Installers	26,800	41,800	56.0%	\$20.24	Moderate-Term OJT (10)
47-2044	Tile and Marble Setters	8,600	13,400	55.8%	\$19.19	Long-Term OJT (9)
Network Systems and Data Communications						
15-1081	Analysts	20,300	31,600	55.7%	\$31.74	BA/BS Degree (5)
39-9031	Fitness Trainers and Aerobics Instructors	24,000	35,700	48.8%	\$14.75	Post-Sec. VocEd (7)
25-3021	Self-Enrichment Education Teachers	24,200	35,800	47.9%	\$15.45	Work Experience (8)
31-9092	Medical Assistants	50,700	74,000	46.0%	\$12.81	Moderate-Term OJT (10)
Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons						
47-3014	Stucco Masons	6,300	9,100	44.4%	\$9.07	Short-Term OJT (11)
31-1011	Home Health Aides	38,300	55,300	44.4%	\$9.03	Short-Term OJT (11)
25-1121	Art, Drama, and Music Teachers, Postsecondary	6,100	8,800	44.3%	[2]	Master's Degree (3)
47-2161	Plasterers and Stucco Masons	16,500	23,700	43.6%	\$16.71	Long-Term OJT (9)
25-1071	Health Specialties Teachers, Postsecondary	5,100	7,300	43.1%	[2]	Master's Degree (3)
Computer Software Engineers, Systems Software						
15-1032	Computer Software Engineers, Systems Software	52,100	74,500	43.0%	\$42.18	BA/BS Degree (5)
29-1123	Physical Therapists	11,200	16,000	42.9%	\$32.65	Master's Degree (3)
15-1061	Database Administrators	13,600	19,300	41.9%	\$31.62	BA/BS Degree (5)
English Language and Literature Teachers, Postsecondary						
25-1123	English Language and Literature Teachers, Postsecondary	5,300	7,500	41.5%	[2]	Doctoral Degree (2)
Medical Records and Health Information Technicians						
29-2071	Medical Records and Health Information Technicians	15,000	21,200	41.3%	\$13.45	Associate Degree (6)
25-1194	Vocational Education Teachers, Postsecondary	17,500	24,700	41.1%	\$24.03	Work Experience (8)
29-1122	Occupational Therapists	6,100	8,600	41.0%	\$30.36	BA/BS Degree (5)
13-2052	Personal Financial Advisors	12,300	17,300	40.7%	\$30.44	BA/BS Degree (5)
47-2041	Carpet Installers	9,400	13,200	40.4%	\$16.59	Moderate-Term OJT (10)
29-1126	Respiratory Therapists	9,400	13,100	39.4%	\$23.31	Associate Degree (6)
Heating, Air Conditioning, and Refrigeration Mechanics and Installers						
49-9021	Mechanics and Installers	11,700	16,300	39.3%	\$20.77	Long-Term OJT (9)
47-2051	Cement Masons and Concrete Finishers	23,800	33,100	39.1%	\$18.97	Long-Term OJT (9)
25-1191	Graduate Teaching Assistants	26,800	37,200	38.8%	NA	BA/BS Degree (5)
47-2141	Painters, Construction and Maintenance	37,400	51,900	38.8%	\$15.24	Moderate-Term OJT (10)
15-1031	Computer Software Engineers, Applications	79,100	108,900	37.7%	\$40.96	BA/BS Degree (5)
47-4031	Fence Erectors	5,600	7,700	37.5%	\$10.19	Moderate-Term OJT (10)
15-1071	Network and Computer Systems Administrators	33,500	45,900	37.0%	\$30.56	BA/BS Degree (5)
39-9021	Personal and Home Care Aides	31,600	43,000	36.1%	\$8.63	Short-Term OJT (11)
29-2055	Surgical Technologists	8,600	11,700	36.1%	\$17.81	Post-Sec. VocEd (7)
25-2042	Special Education Teachers, Middle School	5,600	7,600	35.7%	[2]	BA/BS Degree (5)
11-3021	Computer and Information Systems Managers	36,000	48,700	35.3%	\$50.27	BA/BS + Experience (4)
21-1093	Social and Human Service Assistants	27,300	36,800	34.8%	\$13.52	Moderate-Term OJT (10)
19-1042	Medical Scientists, Except Epidemiologists	9,800	13,200	34.7%	\$30.91	Doctoral Degree (2)
25-2043	Special Education Teachers, Secondary School	9,900	13,300	34.3%	[2]	BA/BS Degree (5)
13-1111	Management Analysts	53,300	71,600	34.3%	\$33.23	BA/BS + Experience (4)
33-3051	Police and Sheriff's Patrol Officers	75,500	101,400	34.3%	\$30.14	Long-Term OJT (9)
11-2022	Sales Managers	41,000	55,000	34.2%	\$44.61	BA/BS + Experience (4)
47-2111	Electricians	53,700	72,000	34.1%	\$22.24	Long-Term OJT (9)
15-1051	Computer Systems Analysts	52,800	70,600	33.7%	\$33.09	BA/BS Degree (5)
29-1051	Pharmacists	20,700	27,500	32.9%	\$45.16	Professional Degree (1)
29-2041	Emergency Medical Technicians and Paramedics	13,700	18,100	32.1%	\$12.16	Post-Sec. VocEd (7)
Special Education Teachers, Preschool, Kindergarten, and Elementary School						
25-2041	Special Education Teachers, Preschool, Kindergarten, and Elementary School	15,800	20,800	31.7%	[2]	BA/BS Degree (5)
29-2052	Pharmacy Technicians	18,600	24,400	31.2%	\$15.50	Moderate-Term OJT (10)
47-2031	Carpenters	114,200	149,500	30.9%	\$20.81	Long-Term OJT (9)

**California Occupational Employment Projections 2002-2012
Occupations With the Fastest Growth [1]**

<u>SOC Code</u>	<u>Occupational Title</u>	<u>2002 [3]</u>	<u>2012</u>	<u>Percent Change</u>	<u>Median Hourly Wage*</u>	<u>Education & Training Levels (definitions)</u>
51-9122	Painters, Transportation Equipment	6,500	8,500	30.8%	\$19.13	Moderate-Term OJT (10)
25-2012	Kindergarten Teachers, Except Special Education	15,700	20,500	30.6%	[2]	BA/BS Degree (5)

[1] Excludes "All Other" categories and occupations with employment less than 5,000 in 2002.

[2] For some occupations, workers may not work full-time all year round. For these occupations it is not feasible to calculate an hourly wage.

[3] March 2003 Benchmark

NA = Data not available.

* Median Hourly Wage is the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above.

Source: State of California, Employment Development Department
Labor Market Information Division, (916) 262-2162

Employment Development Department
Labor Market Information

San Diego County - Occupations With Greatest Growth, 2001-2008
Greatest Job Growth or Fastest Job Growth (Percent Change)

Occupations With the Greatest Job Growth (1)
(Sorted by Numerical Change)
San Diego County
2001-2008

Released December 2003

SOC Code	Occupation (Definitions)	Annual Average Employment		Employment Change		Education/Experience (BLS Training Level)
		2001 (2)	2008	Number	Percent	
41-2031	Retail Salespersons	46,100	53,690	7,590	16.5	Short-Term OJT (11)
35-3021	Comb Food Prep & Serving Wrkrs, Incl Fast Food	21,320	26,600	5,280	24.8	Short-Term OJT (11)
41-2011	Cashiers	27,790	31,860	4,070	14.6	Short-Term OJT (11)
15-1031	Computer Software Engineers, Applications	7,450	11,380	3,930	52.8	BA/BS Degree (5)
43-4051	Customer Service Representatives	14,840	18,560	3,720	25.1	Moderate-Term OJT (10)
15-1041	Computer Support Specialists	6,290	9,930	3,640	57.9	Associate Degree (6)
37-2011	Janitors & Clean, Ex Maids & Housekeep Cleaner	17,350	20,760	3,410	19.7	Short-Term OJT (11)
29-1111	Registered Nurses	16,060	19,330	3,270	20.4	Associate Degree (6)
43-9061	Office Clerks, General	24,660	27,760	3,100	12.6	Short-Term OJT (11)
11-1021	General & Operations Managers	19,320	22,050	2,730	14.1	BA/BS + Experience (4)
35-3031	Waiters & Waitresses	19,430	22,160	2,730	14.1	Short-Term OJT (11)
33-9032	Security Guards	11,890	14,590	2,700	22.7	Short-Term OJT (11)
37-3011	Landscaping & Groundskeeping Workers	12,160	14,720	2,560	21.1	Short-Term OJT (11)
25-9041	Teacher Assistants	10,700	13,060	2,360	22.1	Short-Term OJT (11)
15-1032	Computer Software Engineers, Systems Software	4,010	6,180	2,170	54.1	BA/BS Degree (5)
37-2012	Maids & Housekeeping Cleaners	10,350	12,460	2,110	20.4	Short-Term OJT (11)
43-4171	Receptionists & Information Clerks	11,720	13,720	2,000	17.1	Short-Term OJT (11)
31-1012	Nursing Aides, Orderlies, & Attendants	9,160	10,920	1,760	19.2	Short-Term OJT (11)

41-1011	First-Line Sups/Mgrs of Retail Sales Workers	11,280	13,010	1,730	15.3	Work Experience (8)
47-2031	Carpenters	11,530	13,220	1,690	14.7	Long-Term OJT (9)
53-7062	Laborers & Freight, Stock, & Material Movers,	12,660	14,240	1,580	12.5	Short-Term OJT (11)
25-2021	Elementary School Teachers, Except Special Ed	10,840	12,400	1,560	14.4	BA/BS Degree (5)
43-6011	Executive Secretaries & Administrative Assist	13,760	15,280	1,520	11.0	Moderate-Term OJT (10)
53-3032	Truck Drivers, Heavy & Tractor-Trailer	7,670	9,160	1,490	19.4	Moderate-Term OJT (10)
43-3031	Bookkeeping, Accounting, & Auditing Clerks	17,020	18,480	1,460	8.6	Moderate-Term OJT (10)
33-3051	Police & Sheriff's Patrol Officers	6,510	7,930	1,420	21.8	Long-Term OJT (9)
25-1191	Graduate Teaching Assistants	5,920	7,300	1,380	23.3	BA/BS Degree (5)
15-1051	Computer Systems Analysts	3,950	5,270	1,320	33.4	BA/BS Degree (5)
47-2111	Electricians	6,460	7,750	1,290	20.0	Long-Term OJT (9)
13-2011	Accountants & Auditors	8,200	9,480	1,280	15.6	BA/BS Degree (5)
39-9021	Personal & Home Care Aides	4,460	5,730	1,270	28.5	Short-Term OJT (11)
15-1071	Network & Computer Systems Administrators	2,350	3,570	1,220	51.9	BA/BS Degree (5)
49-3023	Automotive Service Technicians & Mechanics	6,950	8,150	1,200	17.3	Post-Sec. VocEd (7)
31-9092	Medical Assistants	3,860	5,050	1,190	30.8	Moderate-Term OJT (10)
43-1011	First-Line Sups/Mgrs of Office & Admin Support	12,830	14,020	1,190	9.3	Work Experience (8)
41-2021	Counter & Rental Clerks	5,850	7,000	1,150	19.7	Short-Term OJT (11)
53-3033	Truck Drivers, Light or Delivery Services	6,720	7,850	1,130	16.8	Short-Term OJT (11)
47-2061	Construction Laborers	6,690	7,730	1,040	15.5	Moderate-Term OJT (10)
11-3021	Computer & Information Systems Managers	3,120	4,150	1,030	33.0	BA/BS + Experience (4)
23-1011	Lawyers	4,530	5,550	1,020	22.5	Professional Degree (1)
53-7064	Packers & Packagers, Hand	8,370	9,360	990	11.8	Short-Term OJT (11)
11-3031	Financial Managers	5,450	6,430	980	18.0	BA/BS + Experience (4)
25-2031	Secondary School Teachers, Ex Special & Voc Ed	5,110	6,090	980	19.2	BA/BS Degree (5)
35-2014	Cooks, Restaurant	6,500	7,470	970	14.9	Long-Term OJT (9)
35-3011	Bartenders	9,540	10,510	970	10.2	Short-Term OJT (11)
43-5081	Stock Clerks & Order Fillers	13,290	14,260	970	7.3	Short-Term OJT (11)
41-9041	Telemarketers	5,530	6,480	950	17.2	Short-Term OJT (11)
11-2022	Sales Managers	3,500	4,420	920	26.3	BA/BS + Experience (4)

35-3022	Counter Attends, Cafe, Food Concess, & Coffee Shop	5,490	6,370	880	16.0	Short-Term OJT (11)
43-5071	Shipping, Receiving, & Traffic Clerks	8,670	9,550	880	10.1	Short-Term OJT (11)

- (1) Excludes "All Other" occupational groups.
(2) March 2001 Benchmark

Occupations With the Fastest Job Growth (1)
(Sorted by Percent Change)
San Diego County
2001-2008

Released December 2003

SOC Code	Occupation (Definitions)	Annual Average Employment		Employment Change		Education/Experience (BLS Training Level)
		2001 (2)	2008	Number	Percent	
15-1041	Computer Support Specialists	6,290	9,930	3,640	57.9	Associate Degree (6)
15-1032	Computer Software Engineers, Systems Software	4,010	6,180	2,170	54.1	BA/BS Degree (5)
15-1031	Computer Software Engineers, Applications	7,450	11,380	3,930	52.8	BA/BS Degree (5)
43-9031	Desktop Publishers	400	610	210	52.5	Post-Sec. VocEd (7)
15-1071	Network & Computer Systems Administrators	2,350	3,570	1,220	51.9	BA/BS Degree (5)
15-1081	Network Systems & Data Communications Analyst	860	1,290	430	50.0	BA/BS Degree (5)
21-1093	Social & Human Service Assistants	1,760	2,430	670	38.1	Moderate-Term OJT (10)
37-2021	Pest Control Workers	1,050	1,440	390	37.1	Moderate-Term OJT (10)
15-1061	Database Administrators	1,300	1,780	480	36.9	BA/BS Degree (5)
15-1051	Computer Systems Analysts	3,950	5,270	1,320	33.4	BA/BS Degree (5)
11-3021	Computer & Information Systems Managers	3,120	4,150	1,030	33.0	BA/BS + Experience (4)
19-1021	Biochemists & Biophysicists	1,050	1,380	330	31.4	Doctoral Degree (2)
29-1126	Respiratory Therapists	680	890	210	30.9	Associate Degree (6)
31-9092	Medical Assistants	3,860	5,050	1,190	30.8	Moderate-Term OJT (10)
29-2071	Medical Records & Health Information Technician	1,690	2,190	500	29.6	Associate Degree (6)
11-2031	Public Relations Managers	810	1,050	240	29.6	BA/BS + Experience (4)
29-1127	Speech-Language Pathologists	440	570	130	29.5	Master's Degree (3)
27-3031	Public Relations Specialists	1,500	1,930	430	28.7	BA/BS Degree (5)
39-9021	Personal & Home Care Aides	4,460	5,730	1,270	28.5	Short-Term OJT (11)
25-2041	Special Ed Teachers, Preschl, Kindergarten, Elm Ed	1,090	1,400	310	28.4	BA/BS Degree (5)

23-1011	Lawyers	4,530	5,550	1,020	22.5	Professional Degree (1)
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- (1) Excludes "All Other" occupational groups. and occupations with employment of less than 400 in 2001.
- (2) March 2001 Benchmark

"Projections and Planning Information", Module D, Table 4 and Table 5

[California Employment Development Department](#) >> [Labor Market Information](#) >> [More Outlook Information on Occupations](#)

Program Review
Questions & Answers

**Program Review Committee
Summary Evaluation**