College Curriculum Committee Meeting Agenda
Tuesday, March 1, 2022
2:00 p.m. – 3:30 p.m.
Meeting held virtually via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: February 15, 2022	2 min.	Action	#3/1/22-1	Kuehnl
2. Report Out from Division Reps	5 min.	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
4. Announcements a. Business Administration 2.0 ADT Approval by CCCCO	5 min.	Information		CCC Team
5. New Program Application: Respiratory Care BS Degree	10 min.	2nd Read/ Action	#3/1/22-2	Kuehnl
6. AB 705 Improvement Plans for English & Math	20 min.	Information	#3/1/22-3-4	Kuehnl
7. Adding Equity Section to COR	20 min.	Discussion		Kuehnl
8. Guided Pathways Mapping Approval Process	20 min.	Discussion	#3/1/22-5	Kuehnl
9. Good of the Order	3 min.			Kuehnl
10. Adjournment				Kuehnl

Times listed are approximate

Attachments:

#3/1/22-1	Draft Minutes: February 15, 2022
#3/1/22-2	New Program Application: Respiratory Care BS Degree
#3/1/22-3	AB 705 Improvement Plan—English
#3/1/22-4	AB 705 Improvement Plan—Math
#3/1/22-5	Guided Pathways Mapping Process draft

2021-2022 Curriculum Committee Meetings:

Fall 2021 Quarter	Winter 2022 Quarter	Spring 2022 Quarter
~~10/5/21~~	~~1/18/22~~	4/19/22
~~10/19/21~~	~~2/1/22~~	5/3/22
~~11/2/21~~	~~2/15/22~~	5/17/22
~~11/16/21~~	3/1/22	5/31/22
~~11/30/21~~	3/15/22	6/14/22

Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.

2021-2022 Curriculum Deadlines:

~~11/5/21~~	Deadline to submit certain types of course updates for 2022-23 catalog—see PDF for details (Faculty/Divisions).
~~11/5/21~~	Deadline to submit local GE applications for 2022-23 catalog (Faculty/Divisions).
~~12/1/21~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~12/1/21~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
4/15/22	Deadline to submit curriculum sheet updates for 2022-23 catalog (Faculty/Divisions).

6/1/22   Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).

6/16/22   Deadline to submit course updates and local GE applications for 2023-24 catalog (Faculty/Divisions).

Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH), Anthony Cervantes (Dean, Enrollment Services), Roosevelt Charles (Dean−CNSL), Valerie Fong (Dean−LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA; LRC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Kathryn Maurer (AS President), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), Ram Subramaniam (Interim AVP Instruction), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2021-22

Meeting Date: <u>3/1/22</u>

<u>Co-Chairs (2)</u>

✔	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)
			kuehnleric@fhda.edu
✔	Kurt Hueg	7179	Interim Vice President of Instruction
			huegkurt@fhda.edu

<u>Voting Membership (1 vote per division)</u>

✔	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
✔	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
✔	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
✔	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
✔	Roosevelt Charles	7219	Dean—CNSL	charlesroosevelt@fhda.edu
✔	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔	Allison Herman	7460	LA; LRC (advisory)	hermanallison@fhda.edu
✔	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔	Ben Kaupp		SRC	kauppben@fhda.edu
✔	Andy Lee	7783	CNSL	leeandrew@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
✔	Allison Meezan	7166	BSS	meezankaren@fhda.edu
✔	Ché Meneses	7015	FA	menesesche@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
	Tim Myres		APPR	timm@smw104jatc.org
	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
	Kella Svetich	7924	LA	svetichkella@fhda.edu
✔	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

<u>Non-Voting Membership (4)</u>

			ASFC Rep.	
✔	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
			Evaluations	
			SLO Coordinator	

<u>Visitors</u>

<u>Chris Allen, Isaac Escoto, Nicole Gray, Amy Leonard, Jennifer Sinclair</u>

College Curriculum Committee
Meeting Minutes
Tuesday, February 15, 2022
2:00 p.m. – 3:30 p.m.
Meeting held virtually via Zoom

Item	Discussion
1. Reaffirmation of Remote Meetings Resolution	**Speaker: Eric Kuehnl** CCC approved Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in AB 361 at Oct. 5th meeting and reaffirmed at Nov. 16th & Jan. 18th meetings. If we wish to continue to meet virtually, we are required to reaffirm it every 30 days. Tentative plan is for in-person CCC meetings to resume in April. **Approved by consensus.**
2. Minutes: February 1, 2022	**Approved by consensus.**
3. Report Out from Division Reps	**Speaker: All** PSME: Division recently discussed Meta Majors; working on plans to address recent AB 705 changes; reviewing Courses not Taught in Four Years list. Related to AB 705, Subramaniam shared that Math dept. will no longer offer MATH 105 or 180, but awaiting more information re: articulation before deactivating. LRC: Continuing to discuss and respond to AB 705 changes, to support campus as a whole. Language Arts: Discussing course deactivations, including ENGL 1S/1T—still trying to determine timing (fall 2022 vs. later term w/ plan to no longer offer courses starting in fall). Ethnic Studies dept. working on new courses; upcoming Ethnic Studies summit and division CC retreat. Discussing Summer Bridge as a way of navigating AB 705 changes—strategically thinking about how/when it will be offered. Rep mentioned English dept. plans for AB 705 Implementation Plan form selections. Kinesiology: Working on Courses not Taught in Four Years list; division recently discussed Meta Majors; working on DL addendum submissions. Fine Arts: Working on Courses not Taught in Four Years list; two faculty in division have expressed concerns w/ DL addendum and requested review and possible revisions. SRC: Family Engagement Institute working w/ Strong Workforce to create new entrepreneurship program; rep recently hosted workshop on how to create a COR. Counseling: Working on DL addendum submissions; division recently discussed Meta Majors; a few counselors reached out to reps re: AB 705 changes, including changes to math requirements for local AA/AS degrees and Allied Health programs. BSS: Working on DL addendum submissions; working on Courses not Taught in Four Years list. Bio Health: Focused on creating new certificates and Respiratory Care BS degree; awaiting recommendations re: math requirements for Allied Health programs (re: AB 705 changes); recently discussed Meta Majors and received feedback re: "Allied Health & Wellness" name—suggestion to

	change to "Health Sciences."
	Apprenticeship: Murphy named new director of training for Pipe Trades Training Center; working on Courses not Taught in Four Years list.
	Vanatta shared she's hopefully in the final stages of getting the new DL fields into the COR form in CourseLeaf; working with their support team has been a long process, as they appear to be short-staffed.
	Gilstrap will be attending UCOP webinar Thursday, which will address implications of AB 705 changes; hopes we can then plan accordingly, when it comes to articulation.
4. Public Comment on Items Not on Agenda	No comments.
5. Announcements a. New Course Proposals	**Speakers: CCC Team** The following proposals were presented: APSM 180A, 180B, 180C, 181A, 181B, 181C. Please share with your constituents. No comments.
b. Notification of Proposed Requisites	New prerequisite for NCEL 435 (eff. 2022-23), to match ESLL 235; ongoing requisites for EMS 63A, ESLL 235 & ESLL 246, for which Content Review forms were not on file.
c. Upcoming Curriculum Deadlines	Vanatta announced the deadline for curriculum sheets for 2022-23: Friday, April 15th. CourseLeaf CAT system will be used again; once system is ready for sheet owners to begin editing, Vanatta will send email to owners and reps, with link to last year's training video and helpful resources (likely in second week of March). CCC Team discussed last year's experiment with two COR deadlines and determined that it was not more successful than having a single deadline; this year's deadline (for 2023-24) will be Thursday, June 16th (Friday is Juneteenth). PSME rep asked if PLOs on curriculum sheets need to match info in TracDat—Subramaniam responded that a group has begun discussing SLOs and will soon discuss mechanism/software used for tracking SLOs; for now, continue to do the same thing we've been doing. Other PSME rep asked for clarification that TracDat does not need to be updated related to curriculum sheets—correct (Vanatta confirmed she does check TracDat for SLOs when reviewing CORs, but not for curriculum sheets).
d. New Minimum Qualifications Handbook (AKA Disciplines List)	Vanatta shared that the CCCCO recently published a new edition of the MQ handbook, which is the list we use to select disciplines on CORs; has updated the link to the handbook on the CCC website to this new edition. No disciplines have been removed, but there is one new addition: Digital Fabrication Technician.
e. Plumbing and Pipefitting Apprenticeship AS Degree Approval by CCCCO	Vanatta shared that the CCCCO has approved the new Plumbing and Pipefitting Apprenticeship AS degree!
6. Consent Calendar a. GE Applications	**Speaker: Eric Kuehnl** The following GE applications were presented: Area I—ENGL 12A, ETHN 4; Area VI—ENGL 12A, ETHN 4; Area VII—KINS 49. No comments. Motion to approve **M/S** (Venkataraman, Mac Neil). **Approved.**
7. Stand Alone Approval Requests: C S 203A, NCBS 443A	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Requests for C S 203A, NCBS 443A. No comments. Motion to approve **M/S** (Armerding, Murphy). **Approved.**

| 8. New Program Application: Respiratory Care BS Degree | **Speaker: Eric Kuehnl**
First read of new Respiratory Care BS degree. Note that submission to CCCCO is unique for bachelor degree programs, using an online form, so dept. using associate degree narrative template for local approval process. Gilstrap asked if program will offer two different tracks, similar to Dental Hygiene (entry-level and completion)—Subramaniam responded this is the plan, but will differ from Dental Hygiene because students will be able to earn both AS and BS degrees at Foothill (Dental Hygiene no longer offers AS degree). Kuehnl noted submission to CCCCO has already occurred, due to very tight deadline; moving forward with other bachelor programs, will follow regular process of local approval before submission to CCCCO.

Counseling rep noted IDS 300 listed as electives/support course and asked about plans for offering course for this program (e.g., co-teaching) and if COR will need revisions (e.g., TOP Code is currently Dental Hygienist)—Subramaniam suggested rep reach out to program director Brenda Hanning. Other Counseling rep noted the current AS program is lottery-based and asked if the BS program will be the same—Subramaniam responded yes; doesn't believe there will be any change to entrance requirements for students. PSME rep asked if lottery system related to students' issues with missing registration dates—Subramaniam explained system: finite number of slots for program, receive many more qualified applications than number of slots, randomized lottery used to select from those applications. Not related to students missing registration dates.

Second read and possible action will occur at next meeting. |
| 9. Guided Pathways Meta Majors Resolution | **Speaker: Eric Kuehnl**
Guests from the Guided Pathways (GP) Team: Natalie Latteri, Amy Leonard, Isaac Escoto. Second read of Resolution to Approve the Foothill College Meta Major Groupings and Names. Document has been updated since first read. Latteri mentioned poll conducted to ask faculty to weigh in on names of groupings and to verify their program's standing within groups. Noted that although not everyone could attend events, links to participate in naming shared widely. PSME rep asked if names may still be changed, noting universal sentiment during division meeting that "Allied Health & Wellness" name should be changed; also noted appreciation that resolution updated to make it clear that CCC voting on set groupings. Latteri responded that current groupings a result of several months' worth of effort to determine placement of programs, and 100% of those who responded to poll approved names of groupings. Subramaniam agreed that grouping names are very important, and strongly advised that if CCC does approve resolution the group should urge that name be changed. Latteri responded that Allied Health & Wellness grouping also includes other programs (outside of STEM division), which have already weighed in on name of grouping, as has Academic Senate.

Bio Health rep noted need to discuss name with colleagues in Kinesiology. Latteri mentioned that folks in Kinesiology division came up with that name; believes that changing a name should be discussed by faculty from all associated programs and not a decision made by CCC. Subramaniam pointed out that resolution being brought to a vote by CCC, which opens the possibility of the group not simply approving. Kinesiology rep recalls discussion was to first name the grouping "Health & Wellness," and suggestion was made to change to "Allied Health & Wellness"; noted their division more interested in the "Health & Wellness" aspect of the name. Wondered if "Health Sciences & Wellness" could be a good name. Escoto asked the group to pause, stressing that the GP Team not trying to force these names; work was done to incorporate feedback from many folks but there may have been gaps in process. Leonard agreed and wants to |

	ensure group voting on resolution they're comfortable with; welcome to amendments.
	Kuehnl believes there are two options: 1. edit resolution now, prior to approving; 2. approve as written and look to modify name in the future. Bio Health rep moved to amend name to "Health Sciences & Wellness" if Kinesiology rep OK with change. Escoto believes if amendment being suggested that communication must be made to colleagues who approved the previous name, with a clear explanation about what happened. Fine Arts rep noted that groupings intend to be a way for students to have a starting point, but believes they may diminish certain programs by putting them together within a larger group; suggested this specific discussion might be bringing this to light and noted some folks in division concerned about how certain programs are being lumped together. Kuehnl reiterated the two options and stressed we cannot afford to go backward and fundamentally change the work the GP Team has done to create the Meta Majors (i.e., re-do the sorting). Meta Majors will be an evolving effort, and we will have the ability to revisit sorting and make possible changes, in the future. Fine Arts rep responded that not everyone has been able to attend all of the meetings; shared their own experience of attending a meeting and not realizing that activity being done was actually sorting programs.
	Other Kinesiology rep agreed that "Health Sciences & Wellness" would accurately describe programs from their division in that grouping. Believes the point of that grouping is to get students into science-based programs related to health. Language Arts rep under the impression that this is an iterative process and asked GP Team what the plan is for the next step in this process, to regroup/rethink/revise groupings and names. Leonard responded that one idea is to incorporate with Program Review (re: reviewing a program's placement in sorting); in general, will probably be a year before names revisited. PSME rep mentioned was unable to attend related events, and because groupings were only recently finalized didn't have time to discuss final names/lists with division constituents for feedback. Latteri noted GP Team reached out to division deans to share lists, and reached out to depts. affected by certain sorts, to offer to attend meetings and communicate as much as possible. Leonard noted updates to resolution were made in response to comments and concerns during CCC's first read, so feedback was taken into consideration. Hueg doesn't believe anyone is questioning effort and thoroughness of GP Team's work, but noted that CCC does have purview to make changes, as the official college body approving the grouping names—Leonard agreed and asked for timeline on when resolution would come back with changes.
	BSS rep mentioned resolution has been brought to their division for discussion; feel like they can approve but don't want to step on toes of folks represented within problematic grouping. Moved to approve Meta Major groupings with caveat that name of "Allied Health & Wellness" be brought to affected departments for discussion within the next week. Bio Health rep noted own previous motion to approve with change to "Health Sciences & Wellness."
	Motion to amend resolution to change grouping name from "Allied Health & Wellness" to "Health Sciences & Wellness" **M/S** (Campbell, Bissell). **Approved.** 2 abstentions
	Motion to approve resolution as amended **M/S** (Mac Neil, Murphy). **Approved.** 1 abstention
10. AB 705 Implementation Plan Update	**Speaker: Eric Kuehnl** Subramaniam provided summary of recent changes to AB 705 regulations,

	which mean we may no longer offer certain courses if data do not show that such courses maximize throughput. As a result, English and Math depts. need to determine how to move forward—whether to continue to offer courses and submit required documentation to CCCCO, or to deactivate courses and submit information on how we will offer robust support for students to ensure their success (which we are already doing). Believes plan is to deactivate courses, in both depts. Language Arts rep verified English dept. plan to deactivate; working with Gilstrap and Vanatta on timeline. Will not be offering ENGL 1S/1T starting in fall 2022, active or inactive. Noted that English dept. wants to regroup and see about exploring new options to maximize throughput. Added that original AB 705 language mentioned pre-transfer-level courses, but new guidelines also specify stretch transfer-level courses (e.g., ENGL 1S/1T). Counseling rep noted all students at California community colleges will be experiencing this situation, and asked what requirements for AA/AS degree will be—Subramaniam mentioned our current language allows for any MATH course to be sufficient. Counseling rep suggested students will most likely use MATH 10, and asked Bio Health rep if MATH 10 might be used for Allied Health programs—Bio Health rep responded that program faculty need to discuss. Counseling rep suggested using "Intermediate Algebra or MATH 10." Subramaniam noted Math dept. creating new CSU-transferable course which could be a good option for Allied Health programs. PSME rep agreed that Math dept. working to address issue for Allied Health programs, and noted that other possible options could be MATH 48A (w/ support if needed), MATH 44. Noted frustrations related to C-ID's apparent decision to not change their math prerequisite requirements. Other Counseling rep asked if students can use high school algebra for Allied Health programs—no. Subramaniam noted that Dental Hygiene program already uses MATH 10 as a program prereq. PSME rep mentioned recent change in some chemistry C-ID descriptors to allow for high school math.
11. Adding Equity Section to COR	**Speaker: Eric Kuehnl** Topic delayed to future meeting, due to time constraint.
12. Good of the Order	
13. Adjournment	**3:30 PM**

Attendees: Micaela Agyare (LRC), Chris Allen (Dean—APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH), Roosevelt Charles (Dean—CNSL), Isaac Escoto (CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA & LRC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Natalie Latteri (BSS), Andy Lee (CNSL), Amy Leonard (De Anza), Don Mac Neil (KA), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Tim Myres (APPR), JP Schumacher (Dean—SRC), Ram Subramaniam (Interim AVP Instruction), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

Foothill College
Credit Program Narrative
Bachelor in Science in Respiratory Care

Item 1. Program Goals and Objectives

The goal of the baccalaureate degree program is to educate existing respiratory therapists and give them the necessary tools for advancement within the field. A baccalaureate degree will ensure that students are more competitive and have access to specialty positions within respiratory care.

Program Objectives

- The Bachelor in Science in Respiratory Care degree graduate will have the skills to implement their role as a health professional and will possess the ethics, values, and knowledge integral to all aspects of the profession with an emphasis on clinical specialist, interventional pulmonology, and pulmonary diagnostics.
- The graduate will be able to exercise evidence-based practice, critical thinking and communicate effectively in all professional employment settings.

Program Learning Outcomes

- The bachelor degree graduate will have the skills to implement their role as a health professional and will possess the ethics, values, skills, and knowledge integral to all aspects of the profession with an emphasis on clinical specialist, interventional pulmonology, and pulmonary diagnostics.
- The bachelor degree graduate will be able to exercise evidence-based practice, critical thinking and communicate effectively in all professional employment settings.

Item 2. Catalog Description

The Respiratory Care bachelor degree program is intended for students who have completed a Commission on Accreditation for Respiratory Care (CoARC) approved associate degree program in the field of respiratory care as a pathway to complete a four-year degree. The curriculum focuses on advanced level scope of practice, including clinical specialist, interventional pulmonology, and pulmonary diagnostics. The program will be limited to 30-40 students and will commence Fall quarter.

Item 3. Program Requirements

Program Prerequisites

- Completion of one of the following general education patterns: CSU General Education Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC)
- Associate degree from an accredited two-year community college respiratory therapy program
- Active and in good standing Respiratory Care Practitioner, with state licensure

Requirements	Course #	Title	Units	Sequence
Core Courses (30 units - upper division courses)	RSPT 3XX	Leadership & Management	5	Year 1, Winter
	RSPT 3XX	Clinical Specialist & Chronic Disease Management	5	Year 1, Spring
	RSPT 3XX	Pulmonary Diagnostics	5	Year 1, Spring
	RSPT 3XX	Interventional Pulmonology Theory & Application	5	Year 2, Fall
	RSPT 3XX	Interventional Pulmonology Procedures	5	Year 2, Winter
	RSPT 3XX	Respiratory Care Capstone Research Project	5	Year 2, Spring
Restricted Electives (14 units - upper division GE courses)	BIOL 300	Human Pathophysiology & Pharmacology	4	Year 1, Fall
	HLTH 300	Health Across the Lifespan	5	Year 1, Winter
	IDS 300	Research Methodology for Health Professionals	5	Year 2, Spring

Foothill College awards 24 units as credit for prior learning for passing the National Board for Respiratory Care TMC and CSE Examinations.

TOTAL UNITS: 68 units (including credit for prior learning units and upper division GE units; not including Associate in Science in Respiratory Care units and CSU Breadth or IGETC units)

Proposed Sequence:
Year 1, Fall = 4 units
Year 1, Winter = 10 units
Year 1, Spring = 10 units
Year 2, Fall = 5 units
Year 2, Winter = 5 units
Year 2, Spring = 10 units
TOTAL UNITS: 44 units

Item 4. Master Planning
Foothill College's mission states that "Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens". We work to obtain equity in achievement of student outcomes for all California student populations and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines and a bachelor degree in dental hygiene. The proposed

Bachelor in Science in Respiratory Care degree program is in alignment with the College's mission and builds upon the existing baccalaureate offerings of the College. Providing affordable opportunities for higher education and degree completion to ensure that all students have access to training and education that result in living-wage employment and opportunities.

Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good. The proposed program is in alignment with the CCC mission of providing degree-applicable credit. The proposed degree will offer baccalaureate-level courses appropriate to general education and the respiratory care major. Students who complete the bachelor degree will be more marketable and will have more job opportunities than those who have an associate degree.

Item 5. Enrollment and Completer Projections

Bachelor in Science in Respiratory Care Projections: The chart below shows the five-year projections based on the enrollment of completer students and that of past graduates and graduates from other programs. This projection takes into account the number of students currently enrolling into the Interventional Pulmonology certificate program as well as the number of students enrolled into the respiratory program who already have a baccalaureate degree.

	2022-23	2023-24	2024-25	2025-26	2026-27
Foothill Respiratory Therapy AS degree completers	20	20	20	20	20
Foothill Respiratory Therapy AS degree past graduates and graduates of other programs	10	10	20	20	20
Total enrollment	30	30	40	40	40

		Year 1		Year 2	
Course #	Course Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
BIOL 300*	Human Pathophysiology & Pharmacology	N/A	N/A	N/A	N/A
HLTH 300*	Health Across the Lifespan	N/A	N/A	N/A	N/A
IDS 300*	Research Methodology for Health Professionals	N/A	N/A	N/A	N/A
RSPT 3XX**	Leadership & Management	N/A	N/A	N/A	N/A
RSPT 3XX**	Clinical Specialist & Chronic Disease Management	N/A	N/A	N/A	N/A
RSPT 3XX**	Pulmonary Diagnostics	N/A	N/A	N/A	N/A
RSPT 3XX**	Interventional Pulmonology Theory & Application	N/A	N/A	N/A	N/A

RSPT 3XX**	Interventional Pulmonology Procedures	N/A	N/A	N/A	N/A
RSPT 3XX**	Respiratory Care Capstone Research Project	N/A	N/A	N/A	N/A

* Currently only offered as an upper division GE course for students in the Dental Hygiene program; historical enrollment figures do not apply
** New course being created

Item 6. Place of Program in Curriculum/Similar Programs

The existing Associate in Science in Respiratory Therapy degree is 21 months with the application opening in August and closing on April 30 each year. The proposed bachelor degree program would open applications in August and close April 30 for a starting date in Fall quarter. The proposed curriculum would follow the same format as the associate degree program, with a Fall start. The current Interventional Pulmonology certificate program starts in the Summer quarter and finishes the following Spring quarter.

Item 7. Similar Programs at Other Colleges in Service Area

There exists a Bachelor in Science in Dental Hygiene degree at Foothill College, and no other bachelor degree programs in the service area. There is a similar program at Skyline College but the concentration/focus is different.

Additional Information Required for State Submission:

TOP Code: 1210.00 - Respiratory Care/Therapy

Annual Completers: 20-30

Net Annual Labor Demand: 239

Faculty Workload: 1.0

New Faculty Positions: 1

New Equipment: $0.00

New/Remodeled Facilities: $0.00

Library Acquisitions: $0.00

Gainful Employment: Yes

Program Review Date: September, 2023

Distance Education: 100%

Labor Market Analysis for Program Recommendation
Respiratory Therapists
Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
December 2021

Recommendation

Based on all available data, there appears to be an "undersupply" of Respiratory Therapists compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 110 students in the Bay region and 49 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1210.00 Respiratory Care/Therapy programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles in Respiratory Therapists in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new Baccalaureate Degree program at Foothill College.

- **Respiratory Therapists (29-1126):** Assess, treat, and care for patients with breathing disorders. Assume primary responsibility for all respiratory care modalities, including the supervision of respiratory therapy technicians. Initiate and conduct therapeutic procedures; maintain patient records; and select, assemble, check, and operate equipment.
    Entry-Level Educational Requirement: Associate's degree
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 66%

Occupational Demand

Table 1. Employment Outlook for Respiratory Therapists in Bay Region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Respiratory Therapists	3,106	3,390	283	9%	1,193	239	$44	$77
Total	**3,106**	**3,390**	**284**	**9%**	**1,193**	**239**	**$44**	**$77**

Source: EMSI 2021.3

Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Respiratory Therapists in Silicon Valley Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Respiratory Therapists	750	878	127	17%	365	73	$42	$76
Total	**750**	**878**	**128**	**17%**	**365**	**73**	**$42**	**$76**

Source: EMSI 2021.3

**Silicon Valley Sub-Region includes:** Santa Clara Counties

Job Postings in California, Bay Region and Silicon Valley Sub-Region
Table 3. Number of Job Postings for Respiratory Therapists for latest 12 months (Nov 2020 - Oct 2021)

Occupation	California	Bay Region	Silicon Valley
Respiratory Therapists	6,122	1,435	344

Source: Burning Glass

Chart 1. Time Series Analysis – Job Postings for Respiratory Therapists in Bay Region, 2010-2020
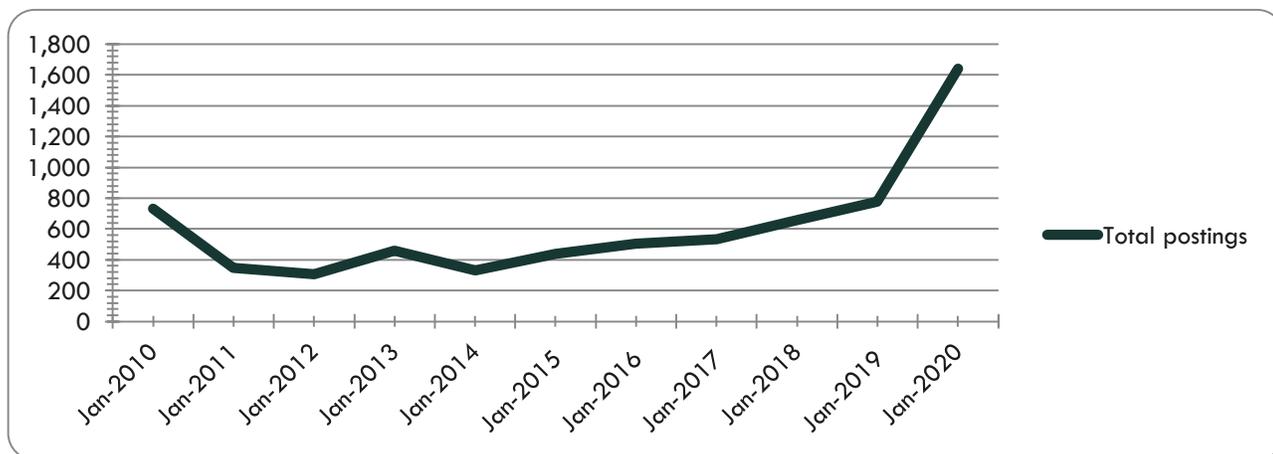
Source: Burning Glass

Table 4a. Top Job Titles for Respiratory Therapists for latest 12 months (Nov 2020 - Oct 2021) Bay Region

Title	Bay	Title	Bay
Travel Respiratory Therapist	149	Rrt	26
Respiratory Therapist	114	Respiratory Therapist - Rt	25
Respiratory Therapist/Rrt	83	Certified Respiratory Therapist	19
Respiratory Care Practitioner	73	Registered Respiratory Therapist - Neonatal Intensive Care	19
Rrt/Crt Respiratory Therapist	67	Registered Respiratory Therapist Rrt	18
Respiratory Therapist Travel Positions	62	Travel Rrt - Respiratory Therapist	18

Title	Bay	Title	Bay
Travel Registered Respiratory Therapist Rrt	60	Respiratory Care Practitioner I Registered	15
Registered Respiratory Therapist	39	Respiratory Care Practitioner II Registered	13
Respiratory Care Practitioner II	32		

Source: Burning Glass

Table 4b. Top Job Titles for Respiratory Therapists for latest 12 months (Nov 2020 - Oct 2021) Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Travel Respiratory Therapist	46	Registered Respiratory Therapist - Neonatal Intensive Care	6
Rrt/Crt Respiratory Therapist	17	Registered Respiratory Therapist - Pediatric Intensive Care	6
Respiratory Therapist Travel Positions	16	Respiratory Therapist - Rt	6
Respiratory Therapist/Rrt	13	Certified Respiratory Therapist	4
Respiratory Therapist	12	Registered Respiratory Therapist Rrt /Neonatal	4
Travel Registered Respiratory Therapist Rrt	10	Respiratory Care Practitioner II	4
Respiratory Care Practitioner	9	Travel Rrt - Respiratory Therapist	4
Registered Respiratory Therapist	8	Registered Respiratory Therapist - Pediatric	3
Rrt	8	Registered Respiratory Therapist Rrt /Pediatric	3

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Respiratory Therapists in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
General Medical and Surgical Hospitals	1,651	1,691	2%	54%
Hospitals (Local Government)	512	596	16%	17%
Hospitals (State Government)	159	209	31%	5%
HMO Medical Centers	148	200	35%	5%
Specialty (except Psychiatric & Substance Abuse) Hospitals	101	142	41%	3%

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Nursing Care Facilities (Skilled Nursing Facilities)	100	110	9%	3%
Offices of Physicians (except Mental Health Specialists)	44	45	4%	1%
Home Health Care Services	22	27	23%	1%
Freestanding Ambulatory Surgical and Emergency Centers	19	27	41%	1%
All Other Outpatient Care Centers	19	26	37%	1%

Source: EMSI 2021.3

Table 6. Top Employers Posting Jobs for Respiratory Therapists in Bay Region and Silicon Valley Sub-Region (Nov 2020 - Oct 2021)

Employer	Bay	Employer	Silicon Valley
Healthcare Traveler Allied Health	221	Lucile Packard Childrens Hospital	63
Lucile Packard Childrens Hospital	63	Healthcare Traveler Allied Health	48
Kaiser Permanente	55	Asante	13
Asante	42	El Camino Hospital	12
Sutter Health	37	Stanford Health Care	9
Apria	29	Kaiser Permanente	9
University Of California	24	Apria	6
Kindred Healthcare Incorporated	21	Hospital Corporation of America	5
Allied Health Travel	21	Soliant	4
Dignity Health	18	Santa Clara Valley Medical Center	4

Source: Burning Glass

The top five cities in the Bay region with the most job postings (that list an employer) are San Francisco (41), Palo Alto (38) and Santa Rosa (26), Santa Cruz (24), San Jose (23).

Educational Supply

There are five (5) community colleges in the Bay Region issuing 104 awards on average annually (last 3 years ending 2018-19) on TOP 1210.00 Respiratory Care/Therapy. Of these 104 annual awards, 97 are Associate Degree awards and 7 are Bachelor's Degree awards. In the Silicon Valley Sub-Region, there is one (1) community college that issued 24 awards on average annually (last 3 years) on this TOP code.

There is one (1) other CTE educational institution in the Bay Region issuing 25 awards on average annually (last 3 years ending 2016-17) on TOP 1210.00 Respiratory Care/Therapy. There are no other CTE educational institutions in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this TOP code.

There are no four-year institutions in the Bay Region or Silicon Valley Sub-region issuing Bachelor's degrees on average annually (last 3 years ending 2016-17) on TOP 1210.00 Respiratory Care/Therapy.

Table 7a. Community College Awards on TOP 1210.00 Respiratory Care/Therapy in Bay Region

College	Subregion	Associate	Bachelor's	Total
Foothill	Silicon Valley	24	0	24
Hartnell	SC-Monterey	14	0	14
Napa	North Bay	20	0	20
Ohlone	East Bay	18	0	18
Skyline	Mid-Peninsula	21	7	28
Total		**97**	**7**	**104**

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Table 7b. Other CTE Institutions Awards on TOP 1210.00 Respiratory Care/Therapy in Bay Region

College	Subregion	Associate Degree	Total
Carrington College-Pleasant Hill	East Bay	25	25
Total		**25**	**25**

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 239 annual openings for Respiratory Therapists and 129 annual (3-year average) awards for an annual undersupply of 110 students. In the Silicon Valley Sub-Region, there is also a gap with 73 annual openings and 24 annual (3-year average) awards for an annual undersupply of 49 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1210.00 Respiratory Care/Therapy

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 1210.00	Bay 1210.00	Silicon Valley 1210.00	Foothill 1210.00
Students with a Job Closely Related to Their Field of Study	73%	86%	92%	94%	100%	100%
Median Annual Earnings for SWP Exiting Students	$44,575	$63,206	$38,211	$68,527	$63,868	$63,868
Median Change in Earnings for SWP Exiting Students	30%	31%	49%	40%	27%	27%
Exiting Students Who Attained the Living Wage	53%	50%	54%	66%	55%	55%

Source: Launchboard Strong Workforce Program Median of 2016-18.

Skills, Certifications and Education

Table 9. Top Skills for Respiratory Therapists in Bay Region (Nov 2020 - Oct 2021)

Skill	Posting	Skill	Posting
Respiratory Therapy	1,371	Pediatric Advanced Life Support	130
Patient Care	653	Neonatal Intensive Care Unit (NICU)	129
Advanced Cardiac Life Support (ACLS)	507	Clinical Experience	127
Treatment Planning	411	Scheduling	117
Life Support	337	Physiology	115
Ventilation	268	Repair	111
Critical Care	257	Electrocardiogram (EKG/ECG)	110
Cardiopulmonary Resuscitation (CPR)	254	Patient Treatment	110
Therapy	195	Bronchoscopy	101
Acute Care	173	Therapeutic Procedures	101
Patient/Family Education and Instruction	161	Quality Assurance and Control	99
Spirometry	147	Pediatrics	92
Neonatal Resuscitation	133	Pathology	90
Respiratory Care Procedures	133	Continuous Positive Airway Pressure (CPAP)	89

Source: Burning Glass

Table 10. Certifications for Respiratory Therapists in the Bay Region (Nov 2020 - Oct 2021)

Certification	Posting	Certification	Posting
Registered Respiratory Therapist	789	First Aid Cpr Aed	77
Respiratory Care Practitioner (RCP)	552	Driver's License	55
Advanced Cardiac Life Support (ACLS) Certification	492	Certified Occupational Therapy Assistant (COTA)	34
Certified Respiratory Therapist	365	CA License	19
Basic Life Saving (BLS)	327	Certified Pulmonary Function Technologist	14
Neonatal Resuscitation Program (NRP)	261	Certified Respiratory Therapy Assistant	11
Basic Cardiac Life Support Certification	217	Care License	4
American Heart Association Certification	139	Licensed Practical Nurse (LPN)	3
Pediatric Advanced Life Support (PALS) Certification	91	Emergency Medical Technician (EMT)	3
Registered Pulmonary Function Technologist	78	Licensed Vocational Nurse (LVN)	2

Certification	Posting	Certification	Posting

Source: Burning Glass

As shown in Table 11 below, employers in the Bay Region have consistently listed a Bachelor's degree or higher as the minimum education required for Respiratory Therapists since 2016, with the exception of 2018.

Table 11: Education Requirements for Respiratory Therapists in Bay Region, 2016 – 2021*

Education (minimum advertised)	2016	2017	2018	2019	2020	2021*
Associate's degree	32%	45%	61%	41%	37%	40%
Bachelor's or higher	68%	55%	39%	59%	63%	60%

Source: Burning Glass   * Job postings are from January 2021 – November 2021

Proposed Change to Educational Requirements for Respiratory Therapists
Currently, to qualify for licensure in California, Respiratory Therapists must attend an education program accredited by the Commission on Accreditation for Respiratory Care (CoARC) and been awarded a minimum of an **associate degree.**

 In 2019, the American Association for Respiratory Care (AARC) published their support to advance educational requirements for RTs from an **associate degree** to a **bachelor's degree.** This recommendation is based on their understanding that the role of the Respiratory Therapist has advanced significantly - experiencing growth in scope of practice, complexity of clinical skills, and diversity of care sites.

If successful, the degree requirement would change for new Respiratory Therapists beginning in 2030 and thereafter.

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCO Data Mart.

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

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WORKFORCE NEEDS ASSESSMENT

RESPIRATORY THERAPISTS IN CALIFORNIA

January 2022

Acknowledgements

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Executive Summary

In December of 2021, the California Community College Centers of Excellence launched a targeted statewide survey of employers to better understand the workforce need for respiratory therapists (RTs) across California.

This report combines preliminary survey data with recent educational and employment statistics and projections to describe the current RT workforce, the educational programs that train RTs, and the growing employer demand for RTs in California. The findings generate critical insights to support the growing healthcare needs of the state and the future of the RT profession. Key findings include:

- As many as 23,500 individuals hold active licenses to practice as a respiratory therapist in California while occupational employment data estimates there are only about 16,000 jobs currently.

- The demand for RTs is projected to increase by 11% through 2025, growth of more than 1,700 new jobs. Replacement needs generate close to 5% or 340 jobs annually as well. Combined, annual openings could be as high as 1,100 annually.

- Wage estimates show that RTs, when employed full-time, can earn as much as $70,000 annually as a relatively new entrant to the profession.

- The demand for RTs who have attained a bachelor's degree seems to be increasing, possibly a result of changes to the role of RTs and/or to support more robust supervisory or clinical career pathway opportunities.

- To incentivize further education, 34% of employers surveyed either currently offer or would consider offering a salary or non-salary incentive to new employees with a bachelor's degree in respiratory therapy or in a related health field.

- There are 28 respiratory therapy programs in California (20 public and eight private programs); all offer an Associate degree and seven award bachelor's degrees. Together, they award about 1,000 degrees annually.

Respiratory Therapist Employment

To better understand the labor market conditions for Respiratory Therapists (RTs), this study compiled data from multiple sources to build a profile of the RT workforce, where RTs are typically employed, how much they earn and the pipeline of community college students. The report also includes information collected directly from RT employers collected via an online survey.

Employer Survey: Preliminary Findings
To better understand the hiring needs, requirements and preferences of hospitals and other organizations that employ RTs, the COE is conducting a survey to gather information that would assist community colleges with preparations to offer a bachelor's degree program in Respiratory Therapy. The survey seeks to determine current and future labor market demand for RTs, level of difficulty finding qualified RTs, preferences for education levels, RT recruitment strategies and interest in collaborating with community colleges with Respiratory Therapy programs. Survey questions also covered current workforce training and development practices, trends related to respiratory care practices and clinical skills, and employer perspectives on Bachelor's degrees in Respiratory Therapy.

The analysis included in the report is a preliminary summary of the responses collected from December 7, 2021 through January 10, 2022 and may be revised as more employers participate in the survey.

Size of the RT Workforce

According to state licensure data[1], there were more than 23,500 individuals who held an active Respiratory Care Practitioner license in California during fiscal year 2019-20. Since 2015-16, the number of active licensees have increased by 3.5% or about 790 practitioners.

In 2020, there were close to 16,000 RT jobs in the state of California.[2] This is a slight decrease of about 300 jobs since 2015, a decline of 2%. By the year 2025, California is projected to create more than 1,700 new RT positions to total as many as 17,660 jobs, an significant increase of 11% over the period.

Exhibit 1: Historical employment for Respiratory Therapists in California (2015-2020)

Occupation	2015 Jobs	2020 Jobs	Change	% Change
Respiratory Therapists (SOC 29-1126)	16,236	15,945	(291)	(2%)

Exhibit 2: Projected demand for Respiratory Therapists in California (2020-2025)

Occupation	2020 Jobs	2025 Jobs	Change	% Change	Annual Change
Respiratory Therapists (SOC 29-1126)	15,945	17,659	1,714	11%	343

In addition to new jobs created, 4.7% of workers annually vacate the respiratory therapist profession, creating approximately 785 openings each year. Combined with annual job growth (change), RT job opportunities could number 1,130 annually through 2025.

**Exhibit 3: Projected replacement needs for Respiratory Therapists in California (2020-2025)**

Occupation	Annual Replacement Rate	Annual Replacement Jobs	Average Annual Openings
Respiratory Therapists (SOC 29-1126)	4.7%	785	1,130

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[1] License count for fiscal year (FY) 2019-20. Source: Department of Consumer Affairs, Licensee Lists. Accessed online at https://www.dca.ca.gov/data/annual_license_stats.shtml, January 10, 2022.
[2] Economic Modeling Specialists, Inc. 2021.3. Average annual openings combines annual change with annual replacements.

Online recruitment pattern is another measure of demand. In the chart below, the number of annual postings for RT jobs from 2016 through most of 2021 are detailed. Peaking in 2020, the slight drop-off in 2021 could be attributed to the missing month of data (December 2021) or indicate a tapering off as the state neared the second anniversary of the COVID-19 pandemic and pandemic response.

Exhibit 4: Annual job postings for Respiratory Therapists in California (2016 – 2021*)
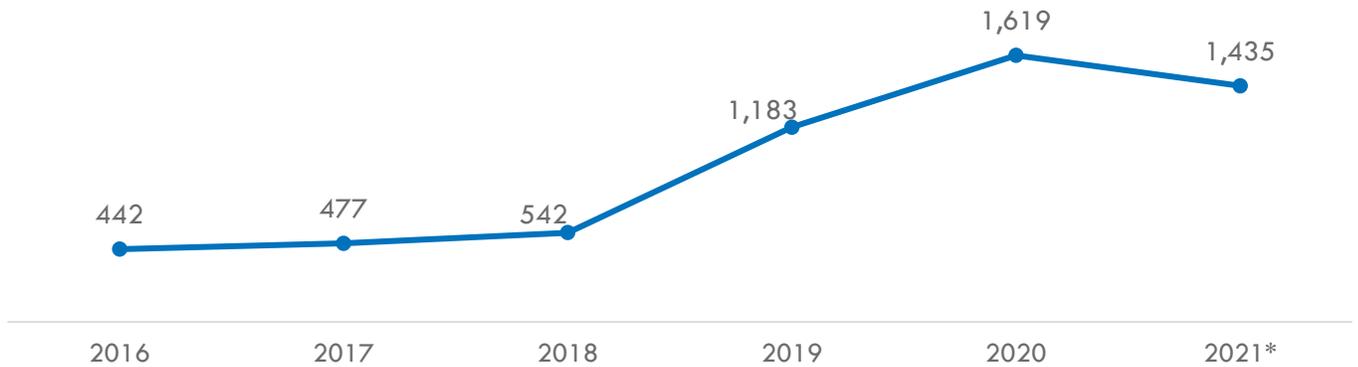
* Job postings are from January 2021 – November 2021

Employers confirm RTs are in demand

Survey participants currently employ more than 2,650 RTs and expect to add as many as 150 full-time RTs and 100 part-time RTs in the next 12 months (n=44).

- At the time of the survey, 75% of respondents were recruiting to fill open RT positions – reporting a combined 110 full-time positions and close to 100 part-time positions across the sample.

- More than half (57%) of employers reported having some to extreme difficulty in finding qualified candidates for positions.

Industry Employers

Our analysis of labor market data indicated Hospitals, Nursing Care Facilities, and HMO Medical Centers were the largest industry employers of the occupation. Respiratory therapists are most likely to be employed in a hospital setting, responsible for about four out of five RT jobs (79%).

Jobs in nursing facilities, specifically those with acute care services follow with close to 5% of the positions, and jobs in HMO medical centers account for another 3%.

Who Responded to the Survey?

A total of 44 employers had responded to the survey when the data was analyzed. Almost all of the respondents (89%) represented Hospitals, while other respondents were from Offices of Physicians, HMO Medical Centers, Acute Care or Specialty facilities.

Early results lean heavily to Bay Area and Inland Empire employers as those were the first regions to have initiated a data collection effort. The greatest number of respondents (38%) were located in the Inland Empire (Riverside and San Bernardino counties), followed by the Bay Region with 34% of the sample.

Education Requirements

Current Degree Requirement
The minimum educational requirement for RTs in California is an associate degree. Currently, to qualify for licensure in California, Respiratory Therapists must attend an education program accredited by the Commission on Accreditation for Respiratory Care (CoARC) and been awarded a minimum of an associate degree. To qualify for licensure, applicants must also pass exams given by the National Board for Respiratory Care (NBRC).[3]

Proposed Change to Educational Requirements for Respiratory Therapists
In 2019, the American Association for Respiratory Care (AARC) published their support to advance educational requirements for RTs from an **associate degree** to a **bachelor's degree**. This recommendation is based on their understanding that the role of the Respiratory Therapist has advanced significantly — experiencing growth in scope of practice, complexity of clinical skills, and diversity of care sites. If successful, the degree requirement would change for new Respiratory Therapists beginning in 2030 and thereafter.

According to job posting data, of those that include degree requirements, the share of postings requiring an associate degree has declined since 2016 while the share of jobs that require a bachelor's degree or above has increased during the same period.

Exhibit 5: Minimum education level requested in job postings, Statewide (2016 – 2021*)
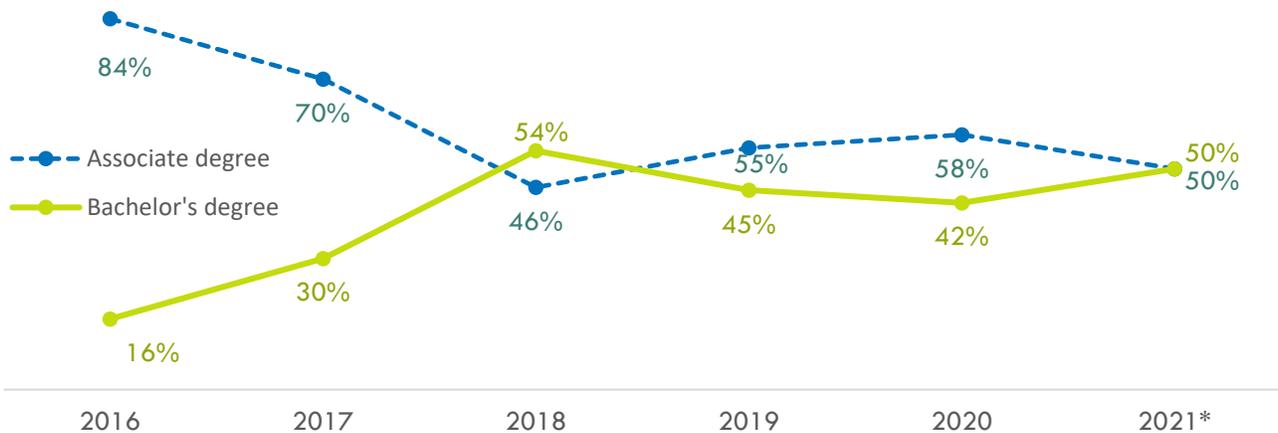
* Job postings are from January 2021 – November 2021

Employers detail degree-level requirements versus preferences in hiring

- **Reigning requirement is still an associate degree**
  Most employers in the survey reported that the required degree for RT employment at their organization is still an associate degree (79%) — just **9% reported that a bachelor's degree was required.**

- **Emerging preference for a bachelor's degree**
  In terms of degree preferred, 66% indicated no distinction in their hiring preferences. However, **20% responded that their organization's preference was for a bachelor's degree** – either in Respiratory Therapy or in another health-related field.

- **Most employers surveyed (82%) are aware of the proposed change** to the education requirements for RTs — advancing from an associate to a bachelor's degree.

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[3] Information accessed from https://www.rcb.ca.gov/applicants/index.shtml on January 11, 2022.

Work Experience
In addition to degree attainment (and licensure), employers are also looking for applicants with some work experience. When asked about length of work experience, most (80%) responded that they will consider newly licensed RTs with very little or no on-the-job experience and almost all (95%) were open to RTs with one to three years of experience.

Work Environment

Evolving RT role
Within the proposal for the degree advancement in respiratory therapy, the AARC emphasized that their recommendation is the result of how the role of the Respiratory Therapist has changed. They argue that the occupation is experiencing growth in scope of practice, complexity of clinical skills, and diversity of care sites.

As such, these were topics that employers were asked about in the survey. Most indicated that the scope of practice and clinical skills for Respiratory Therapists have changed at their organization.

- 70% reported the scope of practice has expanded for RTs.

- 84% reported the clinical skills RT perform have become more complex.

- In addition to influencing the hiring process, employers related some degree distinction within the tasks or responsibilities performed by RTs. **Almost half (43%) indicated that there are certain tasks/responsibilities that they prefer Bachelor's degree RTs perform.**

Exhibit 6: Hourly and Annual Wages for Respiratory Therapists in California (2020)

2020 Wage Data	Entry-Level 25th Percentile	Median 50th Percentile	Experienced 75th Percentile	Living Wage Measure[4]	
				Single Adult	Single Adult and School-age Child
Hourly	$33.90	$41.17	$50.11	$15.00	$24.68
Annual*	$70,512	$85,634	$104,289	$31,200	$52,131

*Annual estimates assume full-time employment equivalent to 40 hours per week and 52 work weeks per year.

Incentivizing Degree Attainment

- Within the sample, one-third of employers (34%) reported their organization currently offers or would **offer a salary incentive to RTs who have a Bachelor's degree in Respiratory Therapy.**

- Other incentives offered to workers included:

  o **Increased advancement opportunities** – more likely to be offered leadership positions (shift team leads, transport RTs, etc.), to be elevated to a clinical ladder or range.

  o **Non-salary financial benefits** – eligible for sign on bonus, tuition reimbursement, scholarships, and student loan forgiveness programs.

[4] Self-Sufficiency Standard wage data was pulled from The Self-Sufficiency Standard Tool for California on 1/5/2022. For more information, visit: http://selfsufficiencystandard.org/california. Living wage measure for a single adult included in Exhibit 6 represents the minimum wage (assumes employers with 25 or more employees) or the median living wage for the family size indicated across California's 58 counties, whichever is higher.

Respiratory Therapy Programs

As shown in detail below, based on the award data for the most recent three years for both associate and bachelor's degrees, RT programs across the state successfully graduate about 1,000 students each year.

Community Colleges

Twenty community colleges currently offer training and education programs to prepare future RTs.[5] All programs report under TOP code 1210.00 Respiratory Care and Therapy. In 2019-20, more than 1,100 students enrolled in non-introductory respiratory care/therapy courses and 374 completed an associate or bachelor's degree. These programs share many characteristics of successful CE programs:

- 95% course retention rates on average
- 88% course success rates on average
- In the most recent three years for which data is available, these programs have collectively awarded bachelor's and associate degrees to 1,092 students

A close look at the most recent available data of student employment outcomes for RT programs found that community college students who complete their studies in this field:

- Found a job closely related to their field of study - 99%[6]
- Reported median annual earnings of $42,242
- Reported median change (gain) in earnings of 33%
- Most (58%) met or exceeded the single-adult living wage threshold within one year of exit

Exhibit 7: Community College Associate and Bachelor's Degrees in Respiratory Therapy[7]

Community College	Award	2017-18 Awards	2018 -19 Awards	2019-20 Awards	3-year Average
American River	Associate	16	19	16	17
Antelope Valley	Associate	10	13	16	13
Butte	Associate	30	27	29	29
Compton	Associate	-	1	-	-
Crafton Hills	Associate	29	25	32	29
East LA	Associate	24	27	19	23
El Camino	Associate	16	15	16	16
Foothill	Associate	23	24	23	23
Fresno City	Associate	15	19	19	18
Grossmont	Associate	22	19	28	23
Hartnell	Associate	18	15	10	14
LA Valley	Associate	27	25	27	26
Modesto	Associate	22	24	22	23

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[5] CCCCO Datamart awards data determined the list of active RT programs in community colleges. Active defined by at least one associate or bachelor's degree awarded in the last three program years.

[6] CalPass Plus Launchboard, 2016-2019 data for California Community Colleges.

[7] Awards data in this table are from CCCCO Datamart awards data and represents a count of awards given; awards totals as shown on Launchboard may vary as the data represent number of students receiving an award – removing any duplication of awards (one student receiving multiple awards).

Community College	Award	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-year Average
Mt San Antonio	Associate	24	19	13	19
Napa	Associate	24	20	22	22
Ohlone	Associate	19	20	9	16
Orange Coast	Associate	16	12	17	15
Santa Monica	Associate	3	15	14	11
Skyline	Associate	17	26	18	20
Victor Valley	Associate	17	20	16	18
Total, Associate		*372*	*385*	*366*	*375*
Modesto	Bachelor's	-	18	8	9
Skyline	Bachelor's	18	2	-	7
Total, Bachelor's		*18*	*20*	*8*	*16*
Total, All Awards		**400**	**405**	**374**	**393**

Employers elaborate on RT programs offered by community colleges.

When asked which, if any, RT programs at California community colleges they were familiar with, employers most frequently identified Crafton Hills College, Skyline College, Foothill College, Ohlone College and Victor Valley College. Given the survey was promoted primarily to employers in those regions, this result is to be expected.

- About two-thirds (66%) of employers were already aware that bachelor's degrees in Respiratory Therapy were available through California community colleges.
- Most (86%) of the employers who responded to the RT survey currently offer clinical rotations for students. The survey did not ask them to distinguish whether they partner with public or private colleges.

Private Postsecondary Institutions

Several private colleges currently graduate respiratory therapy professionals. These programs report under two CIP codes: 51.0812 Respiratory Therapy Technician or Assistant, and 51.0908 Respiratory Care Therapy/Therapist.

Exhibit 31: Private Postsecondary Institutions Associate and Bachelor's Degrees[8]

Community College	Award	2016-17 Awards	2017-18 Awards	2018-19 Awards	3 Year Average
American Career College-Anaheim	Associate	47	37	35	40
American Career College-Ontario	Associate	47	33	29	36
California College San Diego	Associate	43	47	42	44
Carrington College-Sacramento	Associate	0	0	16	5
Concorde Career College-Garden Grove	Associate	32	51	39	41
Concorde Career College-North Hollywood	Associate	36	42	47	42
Concorde Career College-San Bernardino	Associate	27	16	27	23

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[8] Program and completion data for other postsecondary institutions was compiled using the Integrated Postsecondary Education Data System (IPEDS).

Community College	Award	2016-17 Awards	2017 -18 Awards	2018-19 Awards	3 Year Average
Concorde Career College-San Diego	Associate	21	13	2	12
Pima Medical Institute-Chula Vista	Associate	18	23	0	14
Pima Medical Institute-San Marcos	Associate	0	0	24	8
Platt College-Anaheim	Associate	0	0	0	0
Platt College-Los Angeles	Associate	31	23	14	23
Platt College-Ontario	Associate	43	42	41	42
Platt College-Riverside	Associate	0	0	0	0
San Joaquin Valley College-Visalia	Associate	179	266	242	229
	Total, Associate	*524*	*593*	*558*	*558*
California College San Diego	Bachelor's	7	5	5	6
Loma Linda University	Bachelor's	10	10	10	10
Platt College-Los Angeles	Bachelor's	3	11	4	6
Platt College-Riverside	Bachelor's	0	0	0	0
San Joaquin Valley College-Visalia	Bachelor's	0	0	79	26
	Total, Bachelor's	*20*	*26*	*98*	*48*
	Total, All Awards	**544**	**619**	**656**	**606**

Employers offer their personal perspectives on degree attainment

"Bachelor's degree programs are sorely needed. By allowing community colleges to offer these advanced degrees [it] would be very advantageous to CA Resp programs and CA respiratory therapists. Many other states already have this in place so they have many more Respiratory Therapists with a bachelor's degree. It would be awesome if CA could do the same."

"I personally fully support the development of the bachelor's programs at the community college level. We have spent considerable time developing a clinical ladder in our organization that supports our staff to pursue the bachelor's degree and advance their learning. The goal is to improve our level of practice and improve clinician involvement in the provision of care through shared governance, active participation in root cause and failure mode effects analysis."

"B.S. degrees are essential if we want to move towards an advanced practice RCP. There is great opportunity in healthcare to have an advanced practice RCP from the ambulatory world (pulmonary office/clinic, home health visits in hospital to home situations, assist hospitalists/intensivists, etc.)"

"In my experience as a manager - I currently have staff who have obtained their BSRC degrees, and they do not have an understanding of ABG Lab requirements. I can ask them about 'pre-analytical, analytical, and post-analytical' questions regarding ABG's, and they get confused."

"They obtain their BSRC and only have gained knowledge about ventilating an adult patient…[they] struggle with instructing an asthmatic patient on their inhalers."

"We do not currently have any BS in RT on staff so hard to know what would happen with salary and procedures until we start getting them. Currently BS degree only required/recommended for management positions…"

"Our hospital currently does not offer incentives for bachelor's degrees, and I don't think it should be a mandatory requirement for RTs, but as an extra opportunity … possibly get paid more for it or be given more duties at work.

References

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AB 705 Improvement Plan for English

OFFICIAL RESPONSE:

We will check option 2 (no pre-transfer placements by Fall 2022), and that obliges us to select "activities" from part A, sections 4,5,6, and 7. We plan to deactivate Engl 1S/T effective Summer 2023 and will not offer the classes between now and then.

Part A Section 4, 5, 6, and 7

[X]The college/district placement method uses multiple measures to increase a student's placement recommendation, but not lower it, and allows high performance on one measure to offset low performance on other measures.

[X]Guided placement, including self-placement, is only used if "high school performance data is not available or usable with reasonable effort."

[X] Guided placement, including self-placement, does not "incorporate sample problems or assignment, assessment instruments or tests, including those designed for skill assessment" or "request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys."

[ ] For certificate or degree programs, pre-transfer college math placement and enrollment is required only for programs "with specific requirements that are not met with transfer-level Coursework".

[X] The college ensures that special populations are not disproportionately enrolled in pre-transfer level coursework, including English Language Learners who graduated from a U.S. high school, Business Science Technology Engineering Mathematics (BSTEM) students who have not completed Algebra 2 in high school, and all student groups identifiable in the Chancellor's Office Management Information System (COMIS), such as Disabled Students Program and Services (DSPS) and Educational Opportunity Program and Services (EOPS) students, foster youth, veterans, economically disadvantaged students, older students, and student racial groups.

5) Our college will develop corequisite or enhanced courses to support students in transfer-level coursework (check each that apply):

[X] for English

[ ] for Business, Science, Technology, Engineering and Mathematics (BSTEM) math

[ ] for Statistics and Liberal Arts Mathematics (SLAM) math

[ ] for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

6) Our college will adjust the class schedule to expand existing corequisite or enhanced sections of transfer-level coursework (check each that apply):

[X] for English

[ ] for BSTEM math

[ ] for SLAM math

[ ] for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

7) Our college will do the following: (Check all that apply)

[ ] Develop or expand transferable quantitative reasoning options, including options for students seeking only the associate degree (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).

[ ] Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics.

[X] Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.

[X] Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.

[X] Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

[X] Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.

[X] Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype- threat.

[X] Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching

practice that fosters innovation to improve learning outcomes for marginalized student populations.

[X] Other practices as described in the following. - Write In: Non-credit bridge courses and non-credit basic skills certificates. Possible future supports such as embedded counselors, open entry/exit non-credit courses related to reading and writing, but also mental health.

Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans

Introduction and Form Instructions

This page provides an introduction of this form and instructions about completing this process.

Introduction

By fall 2022 the California Community College system must transition to full implementation of AB 705 and associated regulations by sun-setting local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer level math and English within a year of their first enrollment in the discipline (where math and English requirements exist).

With some limited exceptions, this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer level English and math/quantitative reasoning courses (whether with or without support). Every college will submit an Equitable Placement and Completion Improvement Plan to describe changes in placement practices and curricular structures the college will implement to reach this goal.

The Improvement Plan <u>does not require</u> the submission of data for colleges that will, by fall 2022, ensure transfer level placement in both math/quantitative reasoning and English for all U.S. high school graduates, along with no pre-transfer level enrollments, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.

For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

Instructions

As described in guidance memorandum ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans released November 17, 2021 (link below), all California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan by March 11, 2022 using this form. Please review the memo for more details and please follow the detailed instructions in the form and data template closely. These materials will be reviewed and questions addressed during a system webinar on Monday, November 29, 2021, 3:30-5:00pm. If you are unable to attend, you will be able to find the slides and a recording of the webinar in the Equitable Placement and Completion community in the Vision Resource Center (https://visionresourcecenter.cccco.edu/) approximately a week after the webinar.

Please download the guidance memorandum describing the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans by clicking on the link below:

[ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans](#)

Please download the Improvement Plan form by clicking on the link below (the pdf is provided for reference only; submit the form by completing this electronic form):

<u>Link: Improvement Plan Form (for reference only)</u>

Please download the Data Addendum Template by clicking on the link below. Data only needs to be submitted by colleges for which pre-transfer level placements and/or enrollments will continue in fall 2022. Complete the full data template and upload the renamed file in question #2 below.

AB 705 Improvement Plans Data Addendum Template

Once you complete and submit this form, Chancellor's Office staff will route the form through AdobeSign for signatures. You will enter the needed contact information for those signatures at the end of the form.

If you have any questions about this form, please contact Dean Dr. LeBaron Woodyard at LWOODYAR@CCCCO.edu. If you have any questions about the content of your AB 705 Improvement Plan, please email AB705@cccco.edu.

Glossary of Terms

As you are completing this form, you can save your work and return to complete it later. To do so, the form contains a "Save and Continue" phrase located at the top right portion of each page. In order to save information on a specific page you must advance to the next page and click the "Save and Continue" phrase. Follow the instructions on the screen.

District and College Information

This page collects information on the district and college.

1) District/College*

District: _____

College: _____

Improvement Plan Overview

In this Improvement Plan, colleges will respond to a set of prompts based on how colleges intend to shift local communication, advising, course availability, placement, and support practices to fully implement Equitable Placement and Completion (AB 705). Carefully consider the four options below and respond based on the conversations and planning that has taken place on your local campus with students, faculty and administrators. Please fully review the enclosed memo (above) before completing this plan.

2) Choose option 1, 2, 3a, or 3b

All of these options are for all students implicated in AB 705: U.S. high school graduate students (including ELL & ESL students) in certificate, degree or transfer programs. Under specific sets of conditions, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, college-level mathematics may be appropriate if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.*

No matter which option is chosen, *all colleges* should review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

[ ] Option 1: As of fall 2021, the college has already effectively implemented AB 705, meaning there is default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term or transfer level courses). If this is true of your college, no further reporting is required. Please submit this form with this checkbox indicated (the form will be routed through AdobeSign for signatures). Still, be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

[X] Option 2: By fall 2022, the college will have default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses). If this is true of your college, complete Part A of the Improvement Plan. Be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

[ ] Option 3: The college will have default transfer-level placement and enrollment into math/quantitative reasoning and English for all or most students by fall 2022 but will continue to enroll some students into pre-transfer level courses, either by requirement or choice.

3) You selected option 3 above, please choose option(s) A and/or B to further describe the college's plan for pre-transfer-level (or multi-term transfer-level course) enrollment:

If either or both options are true of your college, complete the full Improvement Plan and the Data Addendum Template.

[ ] A) By fall 2022, the college will have default transfer-level placement and enrollment into math/quantitative reasoning and English, with no required pre-transfer level enrollments, but will continue to allow some students to enroll in pre-transfer level courses (or multi-term transfer-level courses).

[ ] B) By fall 2022, the college will have local exceptions to default transfer-level placement in math/quantitative reasoning and/or English and, as a result, will continue to require pre-transfer level enrollments, or multi-term transfer-level courses for these students.

Part A

You selected one of the following options: 2, 3a or 3b above. Therefore, you must complete Part A of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer level enrollments as of fall 2021.

Aligning Placement Practices with Legislation and Regulation

During the initial phase of implementation, colleges were allowed to experiment with practices that, per regulation, require Chancellor's Office approval and/or validated proof of effectiveness. Those practices have not proven to be effective in fulfilling the mandates of AB 705 based on the Validation of Practices data and results, and overall one-year enrollment and completion rates to date. For this reason, the California Community College System will sunset the use of these practices.

4) By checking each box below, you are verifying that your college/district will be in compliance with each item by fall 2022: *

[X] The college/district placement method uses multiple measures to increase a student's placement recommendation, but not lower it, and allows high performance on one measure to offset low performance on other measures.

[X] Guided placement, including self-placement, is only used if "high school performance data is not available or usable with reasonable effort."

[x] Guided placement, including self-placement, does not "incorporate sample problems or assignment, assessment instruments or tests, including those designed for skill assessment" or "request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys."

[x] For certificate or degree programs, pre-transfer college math placement and enrollment is required only for programs "with specific requirements that are not met with transfer-level coursework".

[x] The college ensures that special populations are not disproportionately enrolled in pre-transfer level coursework, including English Language Learners who graduated from a U.S. high school, Business Science Technology Engineering Mathematics (BSTEM) students who have not completed Algebra 2 in high school, and all student groups identifiable in the Chancellor's Office Management Information System (COMIS), such as Disabled Students Program and Services (DSPS) and Educational Opportunity Program and Services (EOPS) students, foster youth, veterans, economically disadvantaged students, older students, and student racial groups.

Improvement Plans to Transition to Full AB 705 Implementation

In this section, colleges will detail how local practices will be transformed to fully implement AB 705. A slate of promising practices are provided to help inform local planning and provide colleges guidance. The practices detailed below are strongly recommended as practices worth investing in to successfully improve AB 705 implementation. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize. This section also leaves space for colleges to provide narrative about other changes they plan to implement. Colleges should include adjunct faculty in planned AB 705 implementation reforms.

Our college will [check all that apply]:

5) Our college will develop corequisite or enhanced courses to support students in transfer-level coursework (check each that apply):

[ ] for English

[ ] for Business, Science, Technology, Engineering and Mathematics (BSTEM) math

[x] for Statistics and Liberal Arts Mathematics (SLAM) math   This will be our quantitative reasoning course + coreq

[ ] for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

Not sure if we should check BSTEM here also since we did the work to build coreq's for Pre-Calc was done 2+ years ago.

6) Our college will adjust the class schedule to expand existing corequisite or enhanced sections of transfer-level coursework (check each that apply):

[ ] for English

[X] for BSTEM math

[X] for SLAM math

[ ] for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

7) Our college will do the following: (Check all that apply)

[X] Develop or expand transferable quantitative reasoning options, including options for students seeking only the associate degree (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).

[ ] Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics.

[ ] Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.

[X] Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.

[X] Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

[X] Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.

[X] Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.

[X] Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

[ ] Other practices as described in the following. - Write In:

_____

Part B

Part B of the Improvement Plan includes additional reporting requirements for colleges that plan to still have pre-transfer level enrollments as of fall 2022.

You selected one of the following options: 3a or 3b above. Therefore, you must complete Part B of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer-level enrollments as of fall 2021.

In light of the extensive national, state, and local research showing that pre-transfer level enrollment weakens students' chances of completing transfer requirements and is more likely to adversely impact marginalized student populations, colleges choosing to continue pre-transfer level enrollments should take proactive steps to ensure AB 705 rights and protections for students.

The following practices are recommended to ensure that students are fully aware of their rights to access to transfer-level courses and that they are intentionally and systematically encouraged to follow their transfer-level advisement. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize.

8) Our college will do the following: (Check all that apply)

[ ] Ensure students are informed of their rights to access transfer level courses or credit ESL and support as required by AB 1805, AND of the benefits of doing so.

[ ] Remove options and recommendations for pre-transfer level courses (or multi-term transfer-level courses) from the placement process.

[ ] Block enrollment into pre-transfer-level courses (or multi-term transfer-level sequences) until the student completes a petition that explains their right to enroll at the transfer-level and the benefits of doing so.

[ ] Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.

[ ] Increase scheduling flexibility aligned with default transfer-level placement and enrollment by replacing pre-transfer level sections with concurrent supports for transfer-level sections (e.g., enhanced transfer-level sections or corequisites). As a reminder, colleges that continue to enroll students in pre-transfer level are required to validate outcomes in the Improvement Plan Data Addendum Template.

[ ] Ensure that for students in associate degree programs that are not math intensive, the default placement is appropriate transfer-level math or quantitative reasoning courses (e.g., Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.).

[ ] Ensure that for students in more math intensive associate degree programs, the default placement is a contextualized math course that articulates with CSU for Area B4.

[ ] Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

[ ] Use other mechanisms to ensure that U.S. high school graduate, degree-seeking students enrolling in pre-transfer college math are in "certificate or degree programs with specific requirements that are not met with transfer-level coursework".

[ ] Other practices as described here - Write In:

_____

_____

Part C. Data Addendum Template

Part C of the Improvement Plan requires completion of the Data Addendum Template.
You selected options 3a and/or 3b above, therefore you must complete this section of the plan. Complete and attach the Improvement Plan Data Addendum Template to attempt to validate placement practices that require pre-transfer level enrollment or that result in pre-transfer level enrollment in fall 2022 and beyond. The data template has been designed to show if results meet the requirements of AB 705 (see data template for detailed instructions).

Please Note: To date the review of statewide data, individual college data, and college submissions has failed to produce evidence that pre-transfer level enrollments meet AB 705 requirements. Colleges planning to allow or require continued pre-transfer level enrollment that cannot submit evidence that it meets the standards of the law will be expected to place and enroll all U.S. high school graduate, certificate, degree and transfer students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.

The Improvement Plan Data Addendum Template is located here:

[AB 705 Improvement Plan Data Addendum Form](#)

9) Complete and attach the Improvement Plan Data Addendum Template.

Certification Page

This page collects information for the certification of the form.

10) Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

President/Superintendent/Chancellor Signature via Adobe Sign:
_____

Adobe Sign Date for President/Superintendent/Chancellor:
_____

11) Please provide the name, title, email address, and contact telephone number for the college's Chief Instructional Officer (CIO) or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

Chief Instructional Officer (CIO) Signature via Adobe Sign:
_____

Adobe Sign Date for Chief Instructional Officer (CIO):
_____

12) Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

AS President Signature via Adobe Sign:

_____

Adobe Sign Date for AS President :

_____

Thank You!

Thank you for taking the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans Form. You will be receiving a confirmation email with a PDF copy of your submission. An editable link will be included in the email if you wish to change any responses.

Division Curriculum Program Map Approval Form

- ❑ Map was Approved by Dept.   Date of Approval & Signature:
- ❑ Map was Approved by Dean   Date of Approval & Signature:
- ❑ Map was Approved by Articulation   Date of Approval & Signature:
- ❑ Consultation with other Division If necessary
- ❑ Division Curriculum Approval

Program Map Change Request Form

Name of Program:

Department Chair:

Division Dean:

Type of Map:

- ❑ **Full-Time Student Map**
- ❑ **Part-Time Student Map**

Process for New Program Maps (DRAFT)

Step 1: Submit request to College Curriculum Committee (or, it could be an info item, not necessitating the process to wait until CCC meets)

Step 2: Corresponding program map division CC rep contacts Guided Pathways Mapping Lead

Step 3: GP Co-Lead sets up initial meeting with Department Chair, Dean, Div, Curriculum Rep, and Counselor

Step 4: Counselor & Department chair or representative work to create map

Step 5: Department Chair Meets with Dean about courses on program map

Step 6: Department chair meets with Department to finalize draft of map

Step 7: Draft of map sent to GP Co-Lead & Articulation officer

Step 8: Articulation officer (Program Map Technical Review Committee?) sends map to chair & GP co-lead for revision

Step 9A: Send to Division Curriculum Rep for approval at Division Curriculum Committee,

Step 9B: for collaboration with other departments if map core courses include courses from a department outside the division, prior to Division

Step 10: Approved map/s sent to College Curriculum Committee as information item