Instructional Discipline Template
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A. Program Information

Program Mission Statement

Please enter your mission statement here.

Answer:
The program's mission is to provide an outstanding educational opportunity for students in their preparation for a career as respiratory therapists; and to meet or exceed the needs of the college's service area for highly qualified respiratory therapists. The program's primary function is to meet the educational and career goals of our diverse student population through training, education, and preparation with state-of-the-art equipment and with qualified instructors who currently work in the field. The program supports the college's mission statement and our diverse and multicultural communities.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Answer:
PLO No. 1: Upon successful completion of the curriculum for the Respiratory Therapy Program the student will have acquired the necessary knowledge, skills and values for the practice of Respiratory Therapy. PLO No. 2: At the completion of this program students will be able to demonstrate appropriate critical thinking skills, time management skills, communication skills and technical skills necessary to provide competent respiratory care in multidisciplinary care settings.

Enrollment Variables and Trends

Enrollment Trends
Biological & Health Sciences - Respiratory Therapy-FH

	2014-15	2015-16	2016-17	2017-18	2018-19	5-yr %Inc
📈Unduplicated Headcount	139	143	164	140	116	-16.5%
📈Census Enrollment	867	816	866	970	807	-6.9%
📈Sections	41	40	43	50	41	0.0%
📈WSCH	1,758	1,416	1,512	1,507	1,412	-19.7%
📈FTES (end of term)	117	94	101	100	94	-19.9%
📈FTEF (end of term)	3.5	3.5	3.6	4.2	3.7	5.0%
📈Productivity (WSCH/FTEF)	500	405	416	359	382	-23.5%

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B. FTES - Enrollment Trends

1. In the data table above, what does the FTES data trend indicate?

☐ the data trend shows an increase in FTES
☑ the data trend shows a decrease in FTES
☐ the data trend shows no change in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease.

> **Answer:**
>
> FTES data shows consistency with the exception of 2014-2015 data which is an outlier. Census enrollment data shows 5-year % decrease of 6.9%. The program is restricted from accepting more students than are allowed by the accrediting agency and it is also restricted by the availability of clinical placement spots. Multiple factors such as competition from other schools, hospital census, and internal challenges at our affiliates have led a to a decrease in the number of clinical spots granted for our students.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

☐ yes
☑ no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

> **Answer:**
>
> The program continues to work towards acquiring new clinical sites/affiliates. If more clinical positions are procured the initial enrollment for the program can return to 30. Currently we have limited enrollment to 27 due to lack of clinical positions available to support our students.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

☐ the data trend shows an increase in sections
☐ the data trend shows a decrease in sections
☑ the data trend shows no change in sections

If the data trend shows an increase or decrease in sections, explain why the number of sections increased or decreased.

> **Answer:**
>
> The program continues to offer the required sections to achieve an AS in Respiratory Therapy. Additionally we offer an Introductory class that is open to all students. The course was not offered during Summer 2018 and 2019. In the future we anticipate offering the course all quarters. The new certificate program, Interventional Pulmonology Assistant is currently in its second cohort and should have a positive impact on enrollment.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

> **Answer:**
>
> The number of sections remains constant, the decrease in FTES is addressed under the FTES section.

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

☐ the data trend shows the productivity number increased
☑ the data trend shows the productivity number decreased
☐ the data trend shows no change in the productivity number

If the data trend shows an increase or decrease in productivity, explain why the productivity increased or decreased.

> **Answer:**

Program productivity has declined but it is anticipated that the addition of the interventional pulmonology assistant program will help offset this decrease. The productivity data for the respiratory therapy program does not take into account AHS 50A, AHS 50B, AHS 60A, AHS 60C and AHS 50C. Data for these courses should be included and factored in when calculating productivity. Additionally the lab sections for RSPT 50A, 51C and 61A were re-evaluated and classified as Category 1 lab loads.

2. Does the data trend suggest changes are necessary to improve productivity?

☑ yes
☐ no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

Answer:

Changes that could increase productivity would include the addition of clinical sites and placement opportunities for students. Our current DCE, Lisa Hills has been working towards expanding our clinical affiliates and has added three new sites. The new IPA program is in its second cohort and there has been growing interest. A proposal has been submitted to the American Association for Respiratory Care to present at the next National convention. If approved this opportunity could help spread awareness for the program and increase enrollment. Including the AHS courses that are part of the program could also increase productivity.

E. Enrollment by Student Demographics

Enrollment Distribution

by Gender

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	552	64%	438	54%	539	62%	650	67%	565	70%
Male	315	36%	378	46%	325	38%	311	32%	241	30%
Non-Binary	0	0%	0	0%	0	0%	0	0%	1	0%
Not Reported	0	0%	0	0%	2	0%	9	1%	0	0%
Total	867	100%	816	100%	866	100%	970	100%	807	100%

by Ethnicity

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	45	5%	79	10%	88	10%	95	10%	74	9%
Asian	211	24%	234	29%	233	27%	251	26%	305	38%
Filipinx	117	13%	105	13%	155	18%	165	17%	86	11%
Latinx	131	15%	97	12%	120	14%	240	25%	195	24%
Native American	19	2%	0	0%	0	0%	10	1%	0	0%
Pacific Islander	1	0%	12	1%	22	3%	0	0%	0	0%
White	324	37%	289	35%	235	27%	183	19%	135	17%
Decline to State	19	2%	0	0%	13	2%	26	3%	12	1%
Total	867	100%	816	100%	866	100%	970	100%	807	100%

by Age

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
19 or less	6	1%	2	0%	3	0%	1	0%	3	0%
20-24	112	13%	130	16%	139	16%	89	9%	85	11%
25-39	560	65%	558	68%	588	68%	619	64%	596	74%
40 +	189	22%	126	15%	136	16%	261	27%	123	15%
Total	867	100%	816	100%	866	100%	970	100%	807	100%

by Education Level

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Bachelor or higher	298	34%	267	33%	271	31%	347	36%	328	41%
Associate	236	27%	193	24%	243	28%	296	31%	134	17%
HS/Equivalent	314	36%	344	42%	332	38%	327	34%	339	42%
All Other	19	2%	12	1%	20	2%	0	0%	6	1%

Total		867	100%	816	100%	866	100%	970	100%	807	100%

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a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

☑ the data trend shows an increase in the female enrollment rates
☐ the data trend shows a decrease in the female enrollment rates
☐ the data trend shows no change in the female enrollment rates

Males

☐ the data trend shows an increase in the male enrollment rates
☑ the data trend shows a decrease in the male enrollment rates
☐ the data trend shows no change in the male enrollment rates

If the data trend shows a change in male or female enrollment, explain why there was a change.

> **Answer:**
>
> The program acceptance is based on lottery. The overall number of female to male accepted students represent the ratio of female to male applicants we currently have each year.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% Male)

☑ yes
☐ no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

> **Answer:**
>
> The program acceptance is based on lottery. The overall number of female to male accepted students represent the ratio of female to male applicants we currently have each year.

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf (https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf)

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

☑ the data trend shows an increase in the female enrollment of the declared major
☐ the data trend shows a decrease in the female enrollment of the declared major
☐ the data trend shows no change in the female enrollment of the declared major

Males

☐ the data trend shows an increase in the male enrollment of the declared major
☑ the data trend shows a decrease in the male enrollment of the declared major
☐ the data trend shows no change in the male enrollment of the declared major

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

☐ the data trend shows an increase in the African Americans enrollment rates
☐ the data trend shows a decrease in the African Americans enrollment rates
☑ the data trend shows no change in the African Americans enrollment rates

Asian

☑ the data trend shows an increase in the Asian enrollment rates
☐ the data trend shows a decrease in the Asian enrollment rates
☐ the data trend shows no change in the Asian enrollment rates

Filipinx

☐ the data trend shows an increase in the Filipinx enrollment rates
☑ the data trend shows a decrease in the Filipinx enrollment rates
☐ the data trend shows no change in the Filipinx enrollment rates

Latinx

☑ the data trend shows an increase in the Latinx enrollment rates
☐ the data trend shows a decrease in the Latinx enrollment rates
☐ the data trend shows no change in the Latinx enrollment rates

Native American

☐ the data trend shows an increase in the Native American enrollment rates
☐ the data trend shows a decrease in the Native American enrollment rates
☑ the data trend shows no change in the Native American enrollment rates

Pacific Islander

☐ the data trend shows an increase in the Pacific Islander enrollment rates
☐ the data trend shows a decrease in the Pacific Islander enrollment rates
☑ the data trend shows no change in the Pacific Islander enrollment rates

White

☐ the data trend shows an increase in the White enrollment rates
☑ the data trend shows a decrease in the White enrollment rates
☐ the data trend shows no change in the White enrollment rates

Decline to State

☐ the data trend shows an increase in the Decline to State enrollment rates
☐ the data trend shows a decrease in the Decline to State enrollment rates
☑ the data trend shows no change in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2018-19 = 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)

☑ yes
☐ no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

> **Answer:**
>
> Compared to the college's ethnic distribution: African American enrollment has been consistently between 9-10% compared to FH 5% Asian enrollment has increased to an all time high of 38% compared to FH 30% Filipinx enrollment has declined over the last few years to a low of 11% compared to FH 5% Latinx has increased over the last 2 years with 25% and 24% compared to FH 26%, this trend is more in-line with the college Native American and Pacific Islander trends are similar to those of FH 0% and 0% compared to FH 0% and 1% White enrollment has been steadily declining from 37% 5 years ago to 17% for the 2018/2019 compared to FH 29%.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

☑ yes
☐ no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

> **Answer:**

Low enrollment by Native American and Pacific Islander students should be addressed. Outreach to those communities with high representation should be included in any proposed plan to address this problem.

F. Student Course Success

Course Success Rates by Unit

Course Success
Biological & Health Sciences - Respiratory Therapy-FH

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Success	835	96%	787	96%	833	96%	909	94%	783	97%
Non Success	11	1%	17	2%	13	2%	39	4%	10	1%
Withdrew	21	2%	12	1%	20	2%	21	2%	14	2%
Total	867	100%	816	100%	866	100%	969	100%	807	100%

Course Success for African American, Latinx, and Filipinx Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	275	94%	268	95%	351	97%	465	93%	344	97%
Non Success	8	3%	10	4%	6	2%	24	5%	5	1%
Withdrew	10	3%	3	1%	6	2%	10	2%	6	2%
Total	293	100%	281	100%	363	100%	499	100%	355	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	560	98%	519	97%	482	96%	444	94%	439	97%
Non Success	3	1%	7	1%	7	1%	15	3%	5	1%
Withdrew	11	2%	9	2%	14	3%	11	2%	8	2%
Total	574	100%	535	100%	503	100%	470	100%	452	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

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a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

☐ the data trend shows an increase in the students' course success percentage
☐ the data trend shows a decrease in the students' course success percentage
☑ the data trend shows no change in the students' course success percentage

If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.

Answer:

The program's course completion and achievement is well above that of the institution. The program has very low attrition with > 97% overall course success rate, and without any discernible differences between targeted and non-targeted groups.

2. Do the data suggest changes are necessary to improve student course success?

☐ yes
☑ no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

Answer:

N/A

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

☐ the data trend shows an increase in the course success percentage
☐ the data trend shows a decrease in the course success percentage
☑ the data trend shows no change in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

☐ the data trend shows an increase in the course success percentage
☐ the data trend shows a decrease in the course success percentage
☑ the data trend shows no change in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

☐ yes
☑ no

If the data trend shows an increase or decrease in course success gap, explain why the course success gap increased or decreased.

Answer:
N/A

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

☐ yes
☑ no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

Answer:
N/A

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Success Rates by Gender
Biological & Health Sciences - Respiratory Therapy-FH

	2018-19							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	546	97%	9	2%	10	2%	565	100%
Male	236	98%	1	0%	4	2%	241	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Not Reported	0	N/A	0	N/A	0	N/A	0	100%
All	783	97%	10	1%	14	2%	807	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	609	94%	23	4%	17	3%	649	100%
Male	291	94%	16	5%	4	1%	311	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	9	100%	0	0%	0	0%	9	100%
All	909	94%	39	4%	21	2%	969	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	513	95%	10	2%	16	3%	539	100%
Male	318	98%	3	1%	4	1%	325	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	2	100%	0	0%	0	0%	2	100%
All	833	96%	13	2%	20	2%	866	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	421	96%	11	3%	6	1%	438	100%
Male	366	97%	6	2%	6	2%	378	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	0	N/A	0	N/A	0	N/A	0	100%
All	787	96%	17	2%	12	1%	816	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	529	96%	7	1%	16	3%	552	100%
Male	306	97%	4	1%	5	2%	315	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	0	N/A	0	N/A	0	N/A	0	100%
All	835	96%	11	1%	21	2%	867	100%

Success Rates by Age
Biological & Health Sciences - Respiratory Therapy-FH

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	2	67%	1	33%	0	0%	3	100%
20-24	80	94%	3	4%	2	2%	85	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
25-39	580	97%	4	1%	12	2%	596	100%
40 +	121	98%	2	2%	0	0%	123	100%
All	783	97%	10	1%	14	2%	807	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	1	100%	0	0%	0	0%	1	100%
20-24	78	88%	6	7%	5	6%	89	100%
25-39	577	93%	25	4%	16	3%	618	100%
40 +	253	97%	8	3%	0	0%	261	100%
All	909	94%	39	4%	21	2%	969	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	2	67%	1	33%	0	0%	3	100%
20-24	130	94%	1	1%	8	6%	139	100%
25-39	571	97%	8	1%	9	2%	588	100%
40 +	130	96%	3	2%	3	2%	136	100%
All	833	96%	13	2%	20	2%	866	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	1	50%	1	50%	0	0%	2	100%
20-24	124	95%	6	5%	0	0%	130	100%
25-39	539	97%	9	2%	10	2%	558	100%
40 +	123	98%	1	1%	2	2%	126	100%
All	787	96%	17	2%	12	1%	816	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	6	100%	0	0%	0	0%	6	100%
20-24	109	97%	1	1%	2	2%	112	100%
25-39	538	96%	7	1%	15	3%	560	100%
40 +	182	96%	3	2%	4	2%	189	100%
All	835	96%	11	1%	21	2%	867	100%

Success Rates by Ethnicity
Biological & Health Sciences - Respiratory Therapy-FH

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	71	96%	2	3%	1	1%	74	100%
Asian	301	99%	4	1%	0	0%	305	100%
Filipinx	86	100%	0	0%	0	0%	86	100%
Latinx	187	96%	3	2%	5	3%	195	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
White	126	93%	1	1%	8	6%	135	100%
Decline to State	12	100%	0	0%	0	0%	12	100%
All	783	97%	10	1%	14	2%	807	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	83	88%	3	3%	8	9%	94	100%
Asian	238	95%	8	3%	5	2%	251	100%
Filipinx	158	96%	6	4%	1	1%	165	100%
Latinx	224	93%	15	6%	1	0%	240	100%
Native American	6	60%	2	20%	2	20%	10	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
White	174	95%	5	3%	4	2%	183	100%
Decline to State	26	100%	0	0%	0	0%	26	100%
All	909	94%	39	4%	21	2%	969	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	86	98%	2	2%	0	0%	88	100%
Asian	228	98%	1	0%	4	2%	233	100%
Filipinx	148	95%	2	1%	5	3%	155	100%
Latinx	117	98%	2	2%	1	1%	120	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	20	91%	1	5%	1	5%	22	100%
White	221	94%	5	2%	9	4%	235	100%
Decline to State	13	100%	0	0%	0	0%	13	100%
All	833	96%	13	2%	20	2%	866	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	79	100%	0	0%	0	0%	79	100%
Asian	223	95%	4	2%	7	3%	234	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Filipinx	100	95%	5	5%	0	0%	105	100%
Latinx	89	92%	5	5%	3	3%	97	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	12	100%	0	0%	0	0%	12	100%
White	284	98%	3	1%	2	1%	289	100%
Decline to State	0	N/A	0	N/A	0	N/A	0	100%
All	787	96%	17	2%	12	1%	816	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	39	87%	1	2%	5	11%	45	100%
Asian	206	98%	0	0%	5	2%	211	100%
Filipinx	112	96%	4	3%	1	1%	117	100%
Latinx	124	95%	3	2%	4	3%	131	100%
Native American	19	100%	0	0%	0	0%	19	100%
Pacific Islander	1	100%	0	0%	0	0%	1	100%
White	315	97%	3	1%	6	2%	324	100%
Decline to State	19	100%	0	0%	0	0%	19	100%
All	835	96%	11	1%	21	2%	867	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

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1. In the data table above, what does the data indicate about program course success by gender?

Females

- ☐ the data trend shows an increase in the female course success rates
- ☐ the data trend shows a decrease in the female course success rates
- ☑ the data trend shows no change in the female course success rates

Males

- ☐ the data trend shows an increase in the male course success rates
- ☐ the data trend shows a decrease in the male course success rates
- ☑ the data trend shows no change in the male course success rates

If the data trend shows an increase or decrease in the male or female student course success percentages, explain why the percentage increased or decreased for both.

Answer:
N/A

2. Do the data suggest changes are necessary to improve female or male student course success percentage rates?

- ☐ yes
- ☑ no

If yes, describe proposed actions to stabilize/increase the course success rates for either male or female.

Answer:
The female to male percentage differences in success remain constant with equal or 1% point difference with the exception of year 2016/2017 where there was a 3% point difference between males and females, with 98% vs. 95% respectively.

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- ☐ the data trend shows an increase in the African Americans course success rates
- ☐ the data trend shows a decrease in the African Americans course success rates
- ☑ the data trend shows no change in the African Americans course success rates

Asian

- ☐ the data trend shows an increase in the Asian course success rates
- ☐ the data trend shows a decrease in the Asian course success rates
- ☑ the data trend shows no change in the Asian course success rates

Filipinx

- ☐ the data trend shows an increase in the Filipinx course success rates
- ☐ the data trend shows a decrease in the Filipinx course success rates
- ☑ the data trend shows no change in the Filipinx course success rates

Latinx

- ☐ the data trend shows an increase in the Latinx course success rates
- ☐ the data trend shows a decrease in the Latinx course success rates
- ☑ the data trend shows no change in the Latinx course success rates

Native American

- ☐ the data trend shows an increase in the Native American course success rates
- ☐ the data trend shows a decrease in the Native American course success rates
- ☑ the data trend shows no change in the Native American course success rates

Pacific Islander

- ☐ the data trend shows an increase in the Pacific Islander course success rates
- ☐ the data trend shows a decrease in the Pacific Islander course success rates
- ☑ the data trend shows no change in the Pacific Islander course success rates

White

- ☐ the data trend shows an increase in the White course success rates
- ☐ the data trend shows a decrease in the White course success rates
- ☑ the data trend shows no change in the White course success rates

Decline to State

- ☐ the data trend shows an increase in the Decline to State course success rates
- ☐ the data trend shows a decrease in the Decline to State course success rates
- ☑ the data trend shows no change in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

Answer:
N/A

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- ☐ yes
- ☑ no

If yes, describe the reasons for the gap in course success.

Answer:
N/A

3. Do the data suggest that changes are necessary to improve program course success equality?

- ☐ yes

☑ no

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Answer:

N/A

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

Answer:

The new form is user-friendly.

This form is completed and ready for acceptance.

Career and Technical Education Programs Addendum
Table of Contents

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

Answer:

The last accreditation site visit was October 26-27, 2015.

2. Did the program maintain accreditation?

☑ yes
☐ no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

Answer:

The following strengths were identified: Program personnel are student centered and program focused. Extremely hard working and dedicated to the program. Administration is very supportive of both program and faculty. Advisory committee is extraordinarily engaged and committed to the program. Students are excited to be in the program. They are also very interested in the opportunity to grow in their profession with the opportunity offered by the by the BS option for community colleges recently unveiled by the state. Graduates stated that they felt very fortunate to have matriculated at Foothill. Facilities and equipment are excellent. Lab has 3 simulation.

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

Answer:

The following citations were issued: Program Director's administrative responsibilities have increased significantly while her teaching duties continue at the same level (40-50 students consistently in the program). A third, full time faculty member would seem to be needed to ensure that sufficient personnel resources are available to the program. Director of Clinical Education (DCE) has an 11 month contract whereas students are in clinics 12 months of the year. DCE is responsible for all aspects of clinical education for the program and must be available at all times when students are in clinicals. Program is currently utilizing the AARC preceptor education program. However, discussion with clinical instructors indicate that there is no training specifically directed at inter-rater reliability. Students/graduates confirm that preceptor evaluations vary both by preceptor and clinical site. Interview with the medical director revealed that he doesn't currently participate in non-clinical aspects of student education. There have been discussions regarding getting him involved, to which he appears receptive. He works with students in the clinical area at Stanford, but neither current students or graduates know how he is related to the program. Both these issues need to be addressed.

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

Answer:

The program requested a third full time faculty for Fall 2017. The position was opened and re-opened after two failed searches. The position is no longer open. The Dean approved discretionary funding to increase the Program Director's release time to 50%. The release time was reverted back to 33% and administrative duties continue to increase while resources to the program have been decreased, specifically in administrative support and outreach. The proposal was made to change the 11 month contract of the DCE to a 12 month contract to comply with accreditation requirements. The DCE proposed training and on-going assessments to ensure inter-rater reliability is achieved. The curriculum was changed to allow more interaction between the medical director and the students and the academic setting. FH agreed to compensate the medical director for time spent coordinating and supporting the program.

6. If applicable, what areas of concern were noted during the annual accreditation report?

Answer:
Annual accreditation report has not reported any areas of concern. 2019 report is due February 1, 2020 due to changes in software and processes at our accreditation agency.

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

☑ yes
☐ no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

☑ yes
☐ no

3. Web link to meeting minutes?

Answer:
Not currently available

4. Were there any advisory board commendations/special mentions identified?

Answer:
Advisory board members continue to be incredibly supportive towards the program. Last year a survey was conducted to collect data on industry standard equipment used in the region. The program continues to provide state of the art equipment and training to ensure that students gain the needed competency to perform all aspects of respiratory care. Members also continue to donate expired and surplus equipment to the program.

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

Answer:
The advisory board commented on the need for students to behave in a professional manner at all times during their rotations. Members also commented on the lack of interviewing skills they have observed.

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

Answer:
The DCE continues to emphasize the importance of soft skills throughout the program. The program continues to hold mock interviews and post interview debrief with each student prior to graduation.

C. Regional Labor Demand

Visit https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Labor Demand, see the user guide here https://www.loom.com/share/9651715dfbe343cca3f1ba0aaee458d2 (https://www.loom.com/share/9651715dfbe343cca3f1ba0aaee458d2) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

1. In the data table, what does the regional labor demand data trend indicate?

☑ the data trend shows an increase
☐ the data trend shows a decrease
☐ the data trend shows no change

2. Describe the regional demand for labor in this sector. If the projected data trend shows an increase or decrease in labor demand, explain why.

> **Answer:**
>
> There is an estimated increase in demand of 11.9%. In the last reported year 2016-2017, the placement rate was 83%. The estimated increase in demand can be attributed to an aging population and a retiring work force.

D. Regional Labor Supply

Visit https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Labor Supply, see the user guide here https://www.loom.com/share/a8ba18e6897d4983aa9c10d9176429c4 (https://www.loom.com/share/a8ba18e6897d4983aa9c10d9176429c4) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

1. In the data table, what does the regional labor supply data trend indicate?

- ☑ the data trend shows an increase
- ☐ the data trend shows a decrease
- ☐ the data trend shows no change

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows an increase or decrease in supply, explain why labor supply increase or decreased or showed no change.

> **Answer:**
>
> The labor market grew by 212 positions. this can be attributed to hospital growth, acuity of patient's conditions, aging population and increase in access to healthcare in California.

E. Regional Wages

Visit https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Wages, see the user guide here https://www.loom.com/share/9f259c5c91344e4a9abf8dfcbca139a8 (https://www.loom.com/share/9f259c5c91344e4a9abf8dfcbca139a8) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

1. In the data table, what does the wage data trend indicate?

- ☑ the data trend shows an increase
- ☐ the data trend shows a decrease
- ☐ the data trend shows no change

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows an increase or decrease in wages, explain why the regional wages increased, decrease or showed no change.

> **Answer:**
>
> The median annual salary is 91,645.00. This can be attributed to an increase in the cost of living in the bay area.

F. Program 13.5 Course Completion

Visit https://foothill.edu/programreview/prg-rev-docs/fh-cte-program-13.5-units.pdf (https://foothill.edu/programreview/prg-rev-docs/fh-cte-program-13.5-units.pdf) to view your program data.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

- ☐ the data trend shows an increase in the number of students completing the 13.5 CTE units
- ☐ the data trend shows a decrease in the number of students completing the 13.5 CTE units
- ☑ the data trend shows no change in the number of students completing the 13.5 CTE units

2. If the data trend shows an increase or decrease, explain why the number of students increased or decreased in completing the 13.5 CTE units.

> **Answer:**
>
> There is an increase in the number for year 2017-2018 due to the roll out of the IPA certificate program.

G. Program Graduate Employment Rates

Visit https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

- ☐ the data trend shows an increase
- ☐ the data trend shows a decrease
- ☑ the data trend shows no change

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows an increase or decrease, explain why.

Answer:
There have been some variations year to year however the number of graduates with placement is always above 80%.

This form is completed and ready for acceptance.