

BS in Respiratory Program Viability Study

Introduction

The program viability study to develop and implement a Bachelor of Science in Respiratory Care Program is illustrated in this document. Past program viability studies have had a different format. In order to be more efficient, this study uses the format requested by the California Community College Chancellor's Office (CCCCO). As a result, the program viability study is organized by questions required to submit the BSRC proposal to the CCCCCO. The questions correspond to the same information asked in Crafton's Program Viability format. The Table of Contents on the following page includes all of the components of Crafton's Program Viability format as well as additional questions specifically asked by the CCCCCO.

Numerous departments and faculty, staff, and administrators have contributed to the development of the program viability study for the BS in Respiratory Care Program:

- Admissions and Records
- Allied Health Department
- Counseling
- Division of Career Education and Human Development
- Institutional Effectiveness, Research, and Planning
- Office of Instruction

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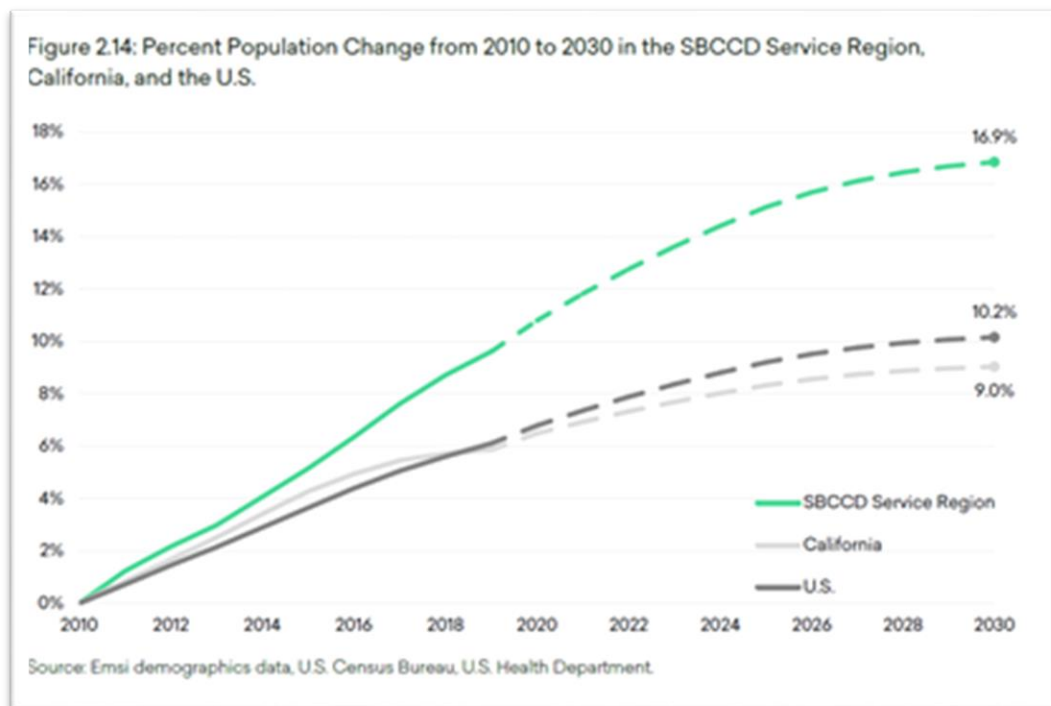
QB4: Program Goals and Objectives

4. Program Goals and Objectives – Please submit documentation regarding unmet workforce needs specifically related to the subject area of the proposed baccalaureate degree program. Documentation may address transfer preparation. Refer to the California Community Colleges Chancellor's Office [Program and Course Approval Handbook, 7th Edition](#), pp. 93-95 for a discussion on Labor Market Information analysis and considerations. ***This question is required.**

Evidence of Demand for a BS in Respiratory Care Program

San Bernardino Community College District (SBCCD), including both Crafton Hills College and San Bernardino Valley College, commissioned an [environmental scan in 2021](#) that outlines the region's economy and provides a program demand gap analysis to determine how well SBCCD's program offerings satisfy regional workforce demand. This section focuses on the population change from 2010 to 2030, as well as demographic data for SBCCD service region. The SBCCD Service Region is made up of two California counties: Riverside and San Bernardino.

In 2010, 4.2 million people lived in the SBCCD Service Region, and 5.0 million people are projected to live in the region by 2030. Using 2010 as the base year, this reflects a 16.9% population growth rate in the SBCCD Service Region. (Figure 2.14).



Source: Figure 2.14 directly pulled from SBCCD Program Demand Gap Analysis: Environmental Scan and Review of Academic Programs, March 2021

As shown below (Table 2.8), 46.5% of the region's adults are Hispanic (all types). Another 36.0% of adults are White (non-Hispanic), 7.8% are Asian (non-Hispanic), and 7.3% are Black (non-Hispanic). Altogether, less than 3.0% percent of the region's adults are Two or more races (non-Hispanic); American Indian or Alaskan Native (non-Hispanic); and Native Hawaiian or Pacific Islander (non-Hispanic).

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Table 2.8: Adults in the SBCCD Service Region by Major Race and Ethnic Groups

| GROUP | 2015 POPULATION | 2015 % POPULATION | 2020 POPULATION | 2020 % POPULATION |
|---|--------------------|----------------------|--------------------|----------------------|
| Hispanic, all types | 1,203,043 | 43.0% | 1,423,951 | 46.5% |
| White, non-Hispanic | 1,128,462 | 40.3% | 1,101,083 | 36.0% |
| Asian, non-Hispanic | 203,563 | 7.3% | 239,697 | 7.8% |
| Black, non-Hispanic | 201,011 | 7.2% | 223,996 | 7.3% |
| Two or more races, non-Hispanic | 41,178 | 1.5% | 48,097 | 1.6% |
| American Indian or Alaskan Native, non-Hispanic | 13,654 | 0.5% | 14,073 | 0.5% |
| Native Hawaiian or Pacific Islander, non-Hispanic | 8,138 | 0.3% | 9,400 | 0.3% |
| Total | 2,799,049 | 100.0% | 3,060,298 | 100% |

Source: Emsi demographics data and U.S. Census Bureau, American Community Survey.

Source: Figure 2.14 directly pulled from SBCCD Program Demand Gap Analysis: Environmental Scan and Review of Academic Programs, March 2021

Employment Projections

Labor market projections were analyzed under the framework of Respiratory Care Therapy/Therapist for California and the Inland Empire region. According to findings, approximately 1,715 new jobs are being created in California within the next five years with an 11% growth by 2025. The Inland Empire by 2025, will have a 15% growth with 245 new positions being created.

Table 5 displays 2020 employment estimates and 2025 projections for respiratory care therapy/therapist jobs. Job openings are plentiful across all regions of interest and there is marked growth in the number of jobs within the next five years.

Table 5. Job Openings for Respiratory Care Therapy/Therapist by region.

| Region | Estimated 2020 Jobs | Estimated 2025 Jobs | Projected Growth (% and total) | Annual Openings (New + Replacement Jobs) | % of workers age 55+ |
|---------------|---------------------|---------------------|--------------------------------|--|----------------------|
| California | 15,945 | 17,659 | 11% (1,715) | 1,915 | 22.5% |
| Inland Empire | 1,627 | 1,871 | 15% (245) | 213 | 22.2% |

Source: [Emsi-Occupational Overview/Occupational Table, Dataset 2021.4.](#)

Table 6 displays the respiratory care therapy/therapist first quarter 2021 industries employing this occupation across the state of California and Riverside-San Bernardino-Ontario Metropolitan Statistical Area. The largest employers of respiratory care therapy/therapist are offices of physicians and outpatient care centers.

Table 6. Total Employers by Industry in California.

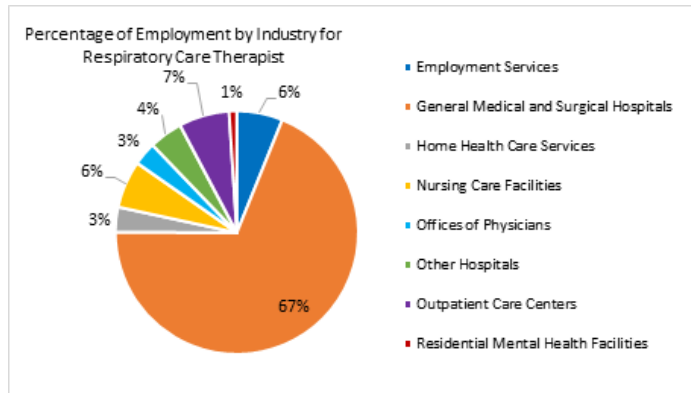
| Industry Title | # of Employers in California | # of Employers in Riverside-San Bernardino-Ontario |
|--|------------------------------|--|
| Employment Services | 4,823 | 168 |
| General Medical and Surgical Hospitals | 1,550 | 52 |
| Home Health Care Services | 5,140 | 244 |
| Nursing Care Facilities | 4,146 | 275 |
| Offices of Physicians | 43,871 | 1845 |
| Other Hospitals | 202 | 7 |
| Outpatient Care Centers | 9,406 | 412 |

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| | | |
|--------------------------------------|----|---|
| Residential Mental Health Facilities | 16 | 2 |
|--------------------------------------|----|---|

Source: [EDD Labor Market Information by Occupation](#)

Figure 1. Displays industries who are employing respiratory care therapists across the state of California for the first quarter of 2021 by percentage.



Source: [EDD Labor Market Information by Occupation](#)

In reviewing regional online job advertisements, Exhibit 5 displays the employers that posted five or more job ads for respiratory therapists over the last 12 months. Showing employer names provides some insight into where students may find employment after completing a program. Kindred Healthcare Incorporated, with locations in Rancho Cucamonga, Perris, Ontario, and Riverside, posted the most job ads in the region, followed closely by Loma Linda University Health. Employers marked with a star (*) indicated they were seeking a worker with a bachelor's degree in at least one of their job ads (COE, 2021).

Exhibit 5: Employers posting the most job ads for respiratory therapists

| Top Employers | Job Ads |
|-----------------------------------|------------|
| Kindred Healthcare Incorporated | 14 |
| *Loma Linda University Health | 12 |
| *Tenet Health Systems | 8 |
| *Prime Healthcare Services | 5 |
| John F. Kennedy Memorial Hospital | 5 |
| Integrated Resources Incorporated | 5 |
| *County Riverside | 5 |
| Kaiser Permanente | 4 |
| *Eisenhower Health | 4 |
| *County of San Bernardino | 4 |
| All other employers | 85 |
| Total | 151 |

Source: Burning Glass – Labor Insights

Source: Exhibit 5 directly pulled from Centers of Excellence for Labor Market Research-Respiratory Therapy in the Inland Empire/Desert Region, December 2021.

In addition to the environmental scan data, there is also strong support from employers in the area. Specifically, the Riverside University Health System strongly supports the creation of a Bachelor of Science in Respiratory Care program at Crafton Hills College (see the letter on the following page).

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To whom it may concern,

Riverside University Health Systems supports our educational partner, Crafton Hills College, in its efforts to establish a bachelor's degree program in Respiratory Care. As a clinical affiliate that actively participates in frequent advisory board meetings, Crafton Hills College possesses the educational resources and support system to pursue degree advancement in Respiratory Care. For many years, Crafton Hills College has provided exceptional education and currently leads the local respiratory care community in educational standards. In the era of COVID-19 and the pandemic that ensues, educational advancement in the field of respiratory care is paramount for the community and we fully support this endeavor.

If you have any questions, please feel free to contact Jacob Parker at Riverside University Health System Medical Center.

Best Regards,

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QB5: Expertise, Resources, and Student Interest

5. Expertise, Resources, and Student Interest - Please submit documentation of the district's expertise, resources, and student interest to offer a quality baccalaureate degree in the proposed field of study.

***This question is required.**

Student Interest

The degree is aimed primarily at two groups. The first are recent Inland Empire graduates with associate degrees in Respiratory Care. The second may include returning students, who have previously worked in the allied health industry and have a desire to pursue a Bachelor of Science Degree in Respiratory Care.

Crafton Hills College administered a survey to Crafton Hills College current and former students in December 2021. The survey was completed by 124 Crafton Hills College current and former respiratory students. **When they were asked if they would be interested in pursuing a Bachelor of Science in Respiratory Care if it was offered at Crafton Hills College 93% were interested and 72% were very interested.** Some of the representative comments from the students are provided below.

- "To further my education and the profession."
- "The professors I've had for the AS in Respiratory Care at CHC have been very knowledgeable and helpful and if given the opportunity I would love to continue my education with them."
- "I've been looking for a reason to getting this started and the convenience of attending at a local college would push me to jumps on this."
- "I was a former Respiratory Therapist [student] at CHC and I would love to continue to pursue my Bachelors there."
- "I would like to finish my school career where it began and it is a cheaper alternative."
- I would like to pursue a BS in Respiratory Care at CHC because I believe that from my experience in the Respiratory Care program for my AS I know I would gain the best knowledge from the professors at CHC while getting my BS in Respiratory Care."

In addition to the survey to students illustrated above, Crafton coordinated with the Inland Empire/Desert Centers of Excellence and also administered a survey from December 15, 2021 to January 4, 2022 to Crafton Hills College clinical affiliates and regional managers at local hospital respiratory departments. There were 25 clinical affiliates and regional managers who responded to the survey.

The respondents were primarily from general medical and surgical hospitals and federal, state, or local government hospitals. At the time of the survey, sixty-seven percent of the respondents had open positions for Respiratory Therapists (RTs). Moreover, 54% felt that it was extremely difficult to meet its workforce needs for RTs. In addition, the respondents are currently recruiting for 47 full-time and 29 part-time RTs. Half of the respondents also preferred a bachelor's degree when hiring RTs. Fifty percent of the organizations surveyed also offer a salary incentive to RTs with a bachelor's degree in Respiratory Therapy and 53% offer financial assistance for current employees to pursue a BS in Respiratory Care. According to the respondents, one of the reasons for this is that the clinical skills performed by RTs has become more complex.

Table 1 displays respiratory care therapy associate degree awards from Crafton Hills College and Victor Valley College between academic years 2018-2019 and 2020-2021. CHC and Victor Valley College were the only two community colleges in the surrounding community colleges that offer a respiratory care therapy associate degree.

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Table 1. Associate degree awards by Community College for Respiratory Care Therapy/Therapist TOP (1210.00) code.

| Institution Name | 2018-2019 | 2019-2020 | 2020-2021 | Total Awarded 2018-2021 |
|----------------------------|-----------|-----------|-----------|-------------------------|
| Crafton Hills College | 25 | 32 | 28 | 85 |
| Victor Valley College | 20 | 16 | 20 | 56 |
| Total Annual Awards | 45 | 48 | 48 | 141 |

Source: [California Community College Chancellor's Office, Program Awards Summary](#)

Table 2 illustrates the educational attainment for Yucaipa and surrounding cities as reported through the US Census Bureau from data collected between January 1, 2015, and December 31, 2019. The cities of Redlands (n=17,472) and Yucaipa (n=15,506) had the most individuals with an educational attainment of some college or associate degree compared to the remaining surrounding cities considered, which represents individuals who may be eligible to participate in the proposed Bachelor of Science in respiratory care program.

Table 2. Educational Attainment for Yucaipa and Surrounding Cities.

| Surrounding City | Less than high school graduate | | High school graduate (Includes equivalency) | | Some college or associate's degree* | | Bachelor's degree or higher | | Total |
|------------------|--------------------------------|-----|---|-----|-------------------------------------|-----|-----------------------------|-----|--------|
| Beaumont, CA | 4,216 | 13% | 9,207 | 28% | 11,885 | 36% | 7,917 | 24% | 33,225 |
| Calimesa, CA | 855 | 12% | 2,274 | 32% | 2,677 | 38% | 1,290 | 18% | 7,096 |
| Highland, CA | 8,201 | 21% | 10,299 | 27% | 12,323 | 32% | 7,399 | 19% | 38,222 |
| Loma Linda, CA | 2,232 | 11% | 3,425 | 17% | 5,576 | 28% | 8,413 | 43% | 19,646 |
| Redlands, CA | 6,207 | 11% | 10,804 | 19% | 17,472 | 31% | 21,034 | 38% | 55,517 |
| Yucaipa, CA | 4,334 | 11% | 11,423 | 28% | 15,506 | 39% | 8,911 | 22% | 40,174 |

Source: [US Census Bureau, Educational Attainment, Table ID S1501, 2019: ACS 5-Year Estimates Subject Tables](#)

*Please note the categories included in this group were denoted by US Census Bureau as: some college or associate's degree, some college (no degree), and associate's degree.

Table 3 illustrates the educational attainment for the respiratory care therapy/therapist program for San Bernardino County in 2020. Ninety-three percent of 2020 completions for this program were awarded an associate's degree.

Table 3. Respiratory Care Therapist Educational Attainment for San Bernardino County.

| Award Level | Completions 2020 | % |
|--------------------|------------------|--------------|
| Associate's Degree | 220 | 93.2 |
| Bachelor's Degree | 15 | 6.4 |
| Master's Degree | 1 | 0.4 |
| Total | 236 | 100.0 |

Source: Table adapted from [FMSI](#) Respiratory Care Therapy/Therapist Program Overview (datarun 2021.4)

Expertise

Crafton Hills College is well positioned to succeed with approximately 50 years of expertise in allied health and Respiratory Care, new facilities, and experienced, outstanding faculty. Crafton has been

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educating health care and public safety providers for nearly three decades (see table below for list of programs and awards). Our cohort-based programs provide a supportive and high-quality learning environment, resulting in high completion rates (99.64% based on Perkins Core Indicator) and high rates of employment (84.34% based on Perkins Core Indicator). The full-time faculty in these disciplines are supportive of the program and there are highly qualified adjuncts, as well.

| Program | Contract Ed | Certificate | AA/AS Degree |
|-------------------------------------|-------------|-------------|--------------|
| Respiratory Therapy | | | X |
| Radiologic Technology | | X | X |
| CPR/AHA Training Center | X | X | |
| Fire Science | X | X | X |
| Emergency Medical Technician | | X | X |
| Paramedic | | X | X |
| Mobile Intensive Care Nurse | X | X | |

The Crafton Hills College Respiratory Program is led by four full-time faculty encompassing over 100 years of Respiratory Care work and educational experience: Daniel Rojas III, MSRC, Director of Clinical Education, Michael Sheahan, Ed.D., Program Director, Reynaldo Bell, M.A.M, Respiratory Care faculty, and Thomas Serrano, Respiratory Care faculty. The biographies of the Directors are illustrated below.

Daniel Rojas III, MSRC (Director of Clinical Education)

Daniel Rojas has been teaching for over 15 years in the field of respiratory care. Instruction at Crafton Hills College began in 2003 as a clinical instructor with full-time instruction beginning in July of 2015 as an assistant professor while also assuming the role of the director of clinical education. He is an active member of the American Association for Respiratory Care and the California Society for Respiratory Care.

Daniel Rojas holds a master's degree and bachelor's degree in Respiratory Care, both from Boise State University. He is an active respiratory care practitioner and works in the acute care setting providing direct bedside patient care at Arrowhead Regional Medical Center where he has been employed for over 20 years. Daniel Rojas also works as an adjunct instructor for Victor Valley College in the Respiratory Care program, where he has been employed since 2006.

Michael Sheahan, Ed.D. (Program Director)

Dr. Sheahan has been teaching for more than 18 years. He began teaching at Crafton Hills College in 2009 as an assistant professor for the Respiratory Care program in the Career and Technical Education department. He has since held positions as Director of Clinical Education, Program Director, and Faculty Chair in the Respiratory department. He is an active member of the American Association for Respiratory Care, the California Society for Respiratory Care, and the Coalition for Baccalaureate and Graduate Respiratory Therapy Education.

Dr. Sheahan holds a Doctoral Degree in Education with an emphasis on Educational Leadership and Management from Capella University, a master's degree in Health Care Administration, and Bachelor's Degree in Health Care Management from Bellevue University. He is a Respiratory Care Practitioner and professor in the current respiratory care program at Crafton Hills College. He is a faculty advisor to the Beta II Club for the Respiratory Care department. Dr. Sheahan also serves his profession by volunteering for The California Society for Respiratory Care on the Professional Advancement Committee.

Mr. Thomas Serrano (Respiratory Care Instructor)

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Mr. Serrano started his teaching career in 2002 as a clinical instructor. In 2003 he was recruited to establish a respiratory therapy program in Rancho Cucamonga and the program opened in 2004 as he assisted in leading the program as the Director of Clinical Education. In 2015, Mr. Serrano began his teaching career at Crafton Hills College and joined the Respiratory Care Faculty full-time in 2016. He is currently a member of the American Association for Respiratory Care and a member of the California Society for Respiratory Care.

Mr. Serrano holds a master's degree in Adult Education with an emphasis on online learning from Jones International University and earned a bachelor's degree in Respiratory Care from Loma Linda University. He began his career in Respiratory Care in 1983 and holds a license as a Respiratory Care Practitioner in the State of California. He is a credentialed Advanced Critical Care Specialist and was a Certified Asthma Specialist and former Vice President of the California Society of Respiratory Care.

Mr. Reynaldo Bell, M.A.M (Respiratory Care Instructor)

Mr. Bell has worked as a RT clinician in Respiratory Care from 1977-2002. He has been a Respiratory educator for Crafton Hills College since 2000 to present. He has held positions as Clinical Director of Education, and Program. He is an active member of the American Association for Respiratory Care, the California Society of Respiratory Care and involved in the American Pediatric Academy as a NRP Instructor.

Mr. Bell holds a master's degree in Management from the University of Redlands and a bachelor's degree in Public Health Education from California State San Bernardino. Currently, he is a licensed Respiratory Care Therapist and works as a Full Time Instructor in the Respiratory Care program at Crafton Hills College.

Resources

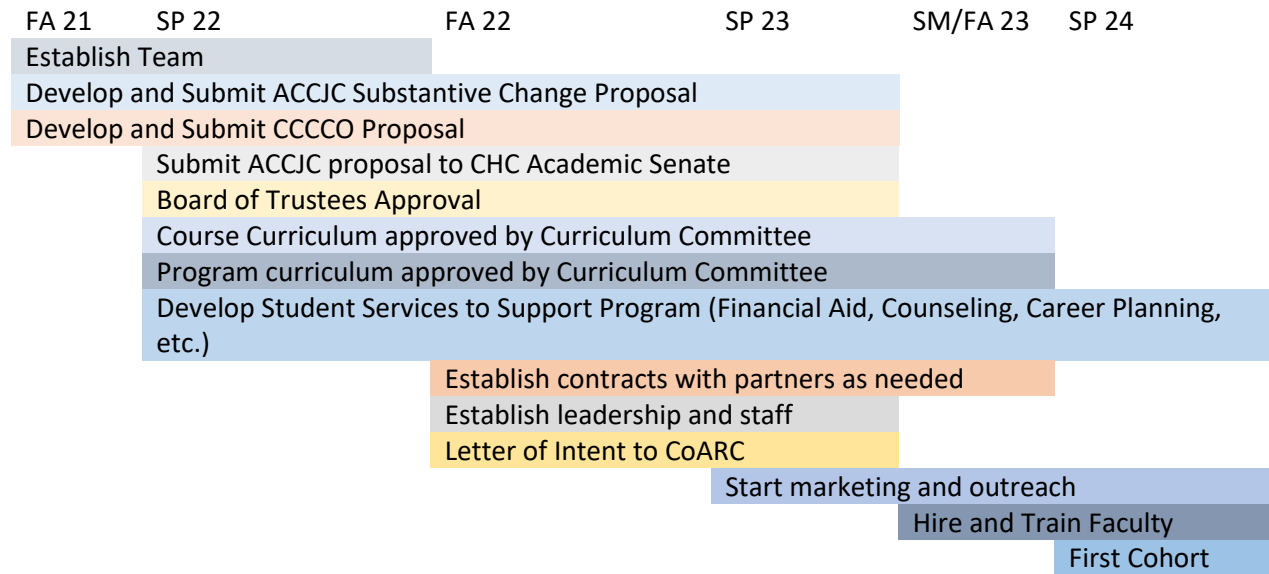
In addition to curricular expertise, CHC has opened a new Public Safety and Allied Health Building in summer 2015, housing the Respiratory Therapy, Paramedic, Emergency Medical Technician, and Fire Technology programs. The 35,000 square foot facility features a state-of-the-art simulation center, a student study area/lab, four lecture rooms, seven labs, meeting rooms, and faculty offices. A full floor plan is included on the following page.

The facility includes new instructional equipment and the simulation lab is partially supported by an endowment through CHC's Foundation.

Crafton Hills College already offers a full complement of student services to existing students. Services include counseling, financial aid, career planning, reentry, EPOS, DSPS, library, tutoring and more. The BA degree and corresponding students are part of the growth plan for the college. Expertise within some of these services will need to be broadened to accommodate BA degree students; however, our services will translate very smoothly for BA degree students. Our implementation timeline calls for student services expansion to take place from the Spring of 2022 through the Spring of 2023.

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Implementation Timeline



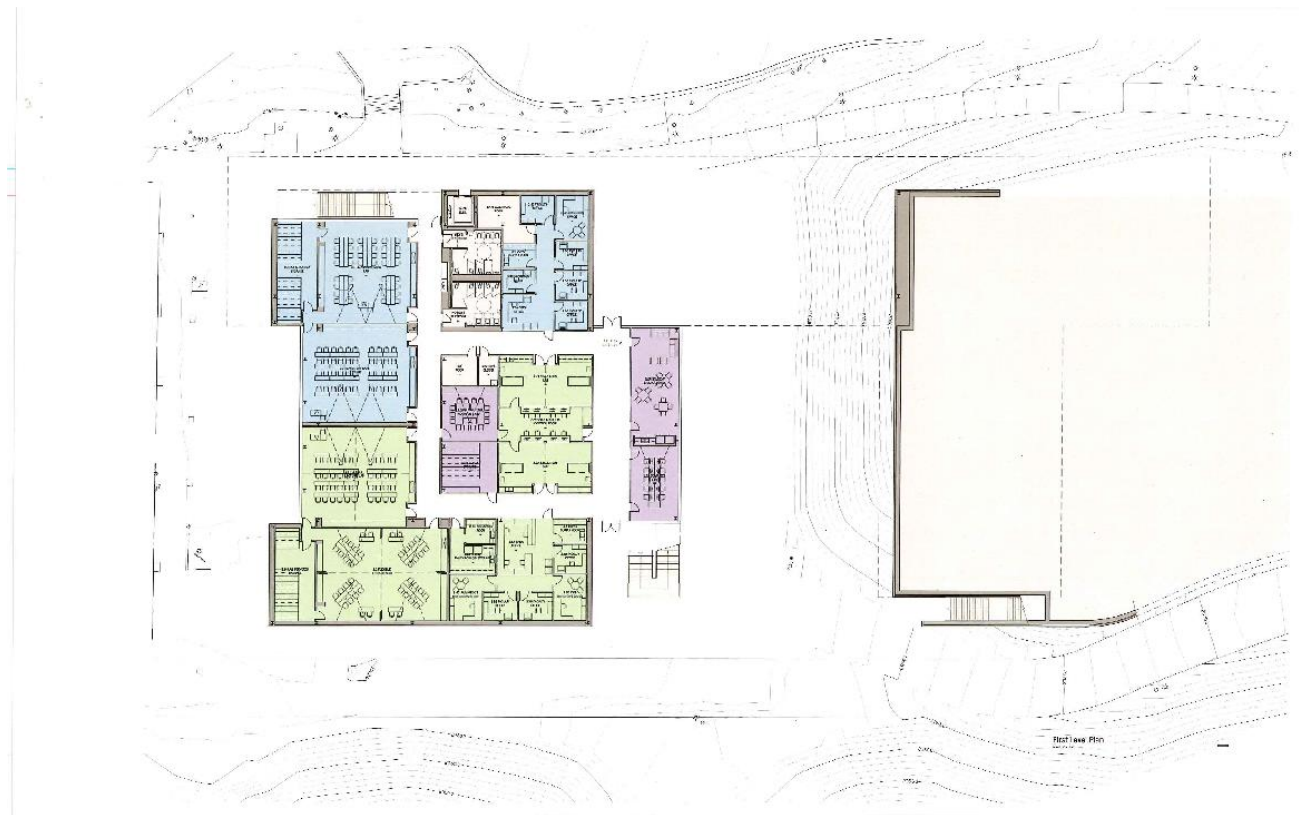
Cohorts will move, together, through each of the courses in this program. Courses will consist of eight-week courses with one week between courses to allow for registration for the next eight weeks. The first and second eight weeks within each semester will be divided into Spring, Summer, Fall, and Spring. This program will be offered in an online format to provide additional access to all students, especially those who are working full time. The calculated instructor rate is at the current district adjunct pay rate, including required benefit costs. The total estimated cost is \$134,334.

| Course Layout | | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Spring Semester | | Summer Semester | Fall Semester | | Spring Semester | |
| 1 st 8 weeks | 2 nd 8 weeks | 1 st 8 weeks | 1 st 8 weeks | 2 nd 8 weeks | 1 st 8 weeks | 2 nd 8 weeks |
| RESP-301 | RESP-303 | RESP-402 | RESP-404 | RESP-406 | RESP-408 | RESP-410 |
| RESP-302 | RESP-401 | RESP-403 | RESP-405 | RESP-407 | RESP-409 | |

A part-time Secretary I will be dedicated to the bachelor's program for a cost of \$28,692.

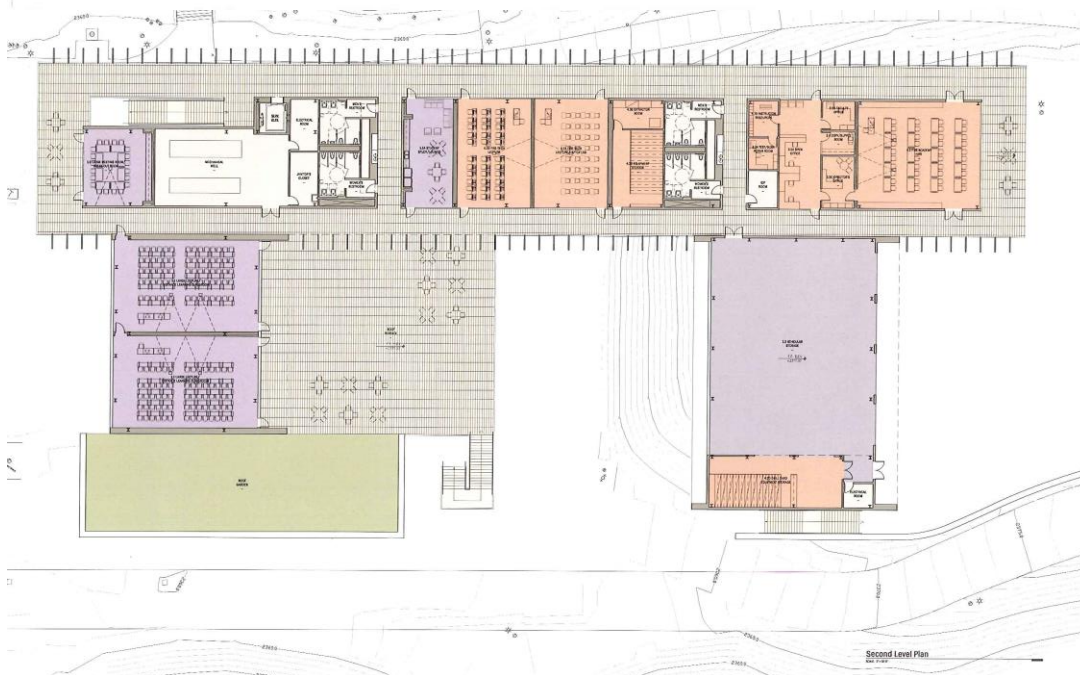
Departments requiring training prior to the program starting includes: Counseling, Financial Aid and Admissions and Records. The full and part-time counselors will be paid to participate in training outside of their normal work hours. Consultants will be hired to administer the training. The total in training costs will be approximately \$40,388.

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Steinberg Architects

New Occupational Education Building 2 (OE-2)
Orion Hills College
Vernalis, California



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QB6. Similar Programs at Other Colleges in Service Area

6. Similar Programs at Other Colleges in Service Area – Please **submit a written statement** supporting the necessity of a four-year degree for the proposed baccalaureate degree program in the local community or region of the district. ***This question is required.**

Similar Programs at Other Colleges

Table 1 displays respiratory care therapy program completers for the other California institutions that currently offer degrees at or above the baccalaureate level, distance from Crafton to these institutions, and the estimated tuition and fees. Currently, only three institutions offer a baccalaureate degree. Loma Linda University also offers a master's degree in respiratory care. The current annual respiratory care program completions in California of twenty-four are not meeting the need for annual 1,122 total new job openings.

An additional point to consider is how far from Crafton these institutions are located. Loma Linda University is the closest at 13 miles from CHC, followed by Platt College which is 64 miles from CHC, and California College in San Diego which is the furthest institution from CHC at 89 miles.

Examining estimated tuition and fees can help to illustrate how a Bachelor of Science in Respiratory Care from Crafton has the potential to be the most affordable opportunity for the surrounding community. Crafton's estimated tuition and fees for undergraduate, full-time, and in-state students is \$1,178. Currently, the options available for a BS in Respiratory Care only consist of private institutions. The most affordable option now would be Platt College in Los Angeles which has an estimated tuition and fees for undergraduate and full-time students at \$14,354. Followed by California College in San Diego, which has an estimated tuition and fees for undergraduate and full-time students at \$16,600. Finally, Loma Linda University's estimated tuition and fees for a traditional B.S. in Respiratory Care for the first year and 53 units is \$32,436.

Table 1. Respiratory Care Therapy/Therapist program awards in 2019-2020 at California Institutions.

| Institution Name | Bachelor | Master | Doctorate | Miles from CHC | Estimated Tuition and Fees |
|------------------------------|----------|--------|-----------|----------------|----------------------------|
| Loma Linda University | 15 | 1 | - | 12.6 mi | \$32,436 for 21-22 |
| Platt College Los Angeles | 6 | - | - | 64.3 mi | \$14,354 for 20-21 |
| California College San Diego | 2 | - | - | 88.9 mi | \$16,600 for 20-21 |

Source: [National Center for Education Statistics-College Navigator](#), [Loma Linda University School of Allied Health Professions Financial Policies, and Information](#).

Evidence of a Lack of Program Duplication with the University of California or the California State University

When searching for programs in respiratory care at [Assist.org](#), nothing in respiratory care was found. (See screen shot of assist.org results on following page).

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| Major Name | School |
|---|-------------------------------|
| Biochemistry & Molecular Biology B.S. | (UCD) |
| Collaborative Health & Human Services B.A. Community Health Concentration | (CSUMB) |
| Collaborative Health & Human Services B.A. Public Administration Concentration | (CSUMB) |
| Collaborative Health & Human Services B.A. Social Work Concentration | (CSUMB) |
| Health Care Administration B.S. | (CSULB) |
| Health Science (Health Care Management Concentration) B.S. | (CSUSB) |
| Health Science (Public Health Education Concentration) B.S. | (CSUSB) |
| Health Science - Health Administration Option, B.S. | (CSUFRES) |
| Health Science B.S. | (CSUCI) (CSUS) |
| Health Science B.S. Concentration in Health Care Administration | (CSUS) |
| Health Science B.S. with Community Health Education Option | (CSULB) |
| Health Science B.S. with Health Care Management Option | (CSUDH) |
| Health Science B.S., (Concentration in Health Services Administration) | (SJSU) |
| Health Sciences B.S. - Administration and Management Option | (CSUEB) |
| Health Sciences B.S. - Community Health Option | (CSUEB) |
| Health Sciences B.S. - Environmental Health and Safety Option | (CSUEB) |
| Health Sciences B.S. - Pre-Clinical Preparation Option | (CSUEB) |
| Kinesiology B.S. Exercise Science Concentration | (CSUMB) |
| Kinesiology B.S. Wellness Concentration | (CSUMB) |
| Microbiology B.S. | (UCD) |
| Molecular & Medical Microbiology A.B. | (UCD) |
| Neurobiology, Physiology & Behavior B.S. | (UCD) |
| Public Health B.A. | (UCB) |
| Public Health B.S. | (CSULA) (SDSU) (CSUC) (CPSLO) |
| Public Health B.S. with a Concentration in Community and Public Health | (CPSLO) |
| Public Health B.S. with a Concentration in Physical Activity in Public Health | (CPSLO) |
| Public Health B.S. with a Concentration in Worksite and University Health Promotion | (CPSLO) |
| Public Health Policy, B.A. | (UCI) |
| Sociology - Organizational Studies A.B. | (UCD) |

The most closely related degree is a B.A. in Collaborative Health & Human Services at CSUMB. The Bachelor of Science in Respiratory Care offered by Crafton Hills College (CHC) has many differences from the Collaborative Health & Human Services degree offered by California State University Monterey Bay (CSUMB). When comparing the required courses, CHC will offer the following courses not listed in the CSUMB required courses:

1. Introduction to EMS and Allied Health
2. Change Management in Health Services Environments
3. Communication and Planning for Public Safety Professionals
4. Accounting and Budgeting in the Service Sector
5. Emerging Issues in Health Care and Public Safety
6. Global Systems Leadership.

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CSUMB courses descriptions are broad based and cover standard topics of communications, conflict resolution, collaborative leadership, and grants writing not included in the CHC model. Further, CSUMB had concentration requirements in Social work, Community Health, or Public Administration, which are also not included within the CHC model.

Another difference is the overall purpose of the individual degrees. As described in the Crafton Hills College Bachelor's Degree Proposal, the Bachelor of Science in Respiratory Care focuses on leadership and management within Respiratory Care and allied health with specific focus on handling of complex systems that reside within each. By focusing on Respiratory Care and public and community health and safety, this degree prepares graduates to function in leadership and management roles across Respiratory Care and allied health professions. According to CSUMB's college catalog, their program is clearly focused on providing "essential knowledge, skills and abilities needed to become a future leader in health and social service organizations."

The two statements make it clear that the two degree focuses are quite different from each other. According the CSUMB College Catalog, CSUMB students "will master the theory and practice of interagency collaboration" rather than systems function and management. The Crafton Hills Bachelor's Degree Proposal specifically shows that its degree will "fill a huge educational void in these professions due to the lack of similar programs in the region" and "the program fulfills a need in our professional community, and is also unmet in any other accessible academic forum." This degree proposal clearly differs from any other program offered by the CSU and UC systems.

Letters of Support

Letters of support are below and have been received from **(Please see pages 6-11 in this document for the letters of support.):**

| | |
|--|---|
| Jacob M. Parker, MHA, RRT Clinical Coordinator/Educator Riverside University Health System | Sheri Tooley, BSRT, RRT-NPS, CPFT, AE-C, FAARC President and CEO American Association for Respiratory Care (AARC) |
| Ricardo Guzman, MA, RRT President Respiratory Care Board of California | Wayne Walls, MBA, RRT, RRT-ACCS, RRT-NPS, RCP President California Society for Respiratory Care |
| Tom Smalling, PhD, RRT, RRT-SDS, RPFT, RPSGT, FAARC Chief Executive Officer Commission on Accreditation for Respiratory Care (CoARC) | |

Industry Demand for Respiratory Care Therapists with as BS in Respiratory Care

According to a nationwide survey of employers conducted by the Federal Bureau of Labor Statistics, the typical entry-level education of respiratory therapists is currently an associate degree. However, they acknowledge that employers may prefer candidates with a bachelor's degree ([BLS, 2021](#)). Licensing organizations for respiratory therapy have all taken a stance on respiratory therapists' entry-level educational requirements. The American Association for Respiratory Care (AARC) states, "Training and education for entry-to-practice as a respiratory therapist should be provided within programs awarding a bachelor's or master's degree in respiratory care (or equivalent degree titles), and all newly accredited respiratory care educational programs must award, as a minimum, the bachelor's degree in respiratory

BS in Respiratory Program Viability Study

care (or equivalent degree title)" ([AARC, 2015](#)). Further, "The California Society for Respiratory Care endorses and supports bachelor's degree programs in respiratory care (or equivalent) for education and training as a minimum requirement for licensure beginning in 2030" ([CSRC, 2021](#)).

A Bachelor of Science in Respiratory Care at Crafton will prepare individuals to fill existing and emerging needs in the Healthcare System that require handling complex systems and uncertain environments. Additionally, the American Association for Respiratory Care, the California Society for Respiratory Care, the Commission on Accreditation for Respiratory Care, and the Respiratory Care Board of California support the advancement of the entry level degree requirement for respiratory care licensure being elevated to a minimum of a Bachelor's Degree in Respiratory Care. To accomplish this, colleges must begin to transform from Associate level programs to Bachelor's level programs. The goal for this entry level requirement is the year 2030. Moreover, graduates will be qualified for leadership positions throughout the field of Respiratory Care. Special emphasis will be placed on using process and tools to deal with complex problem solving, advanced skills, advanced theories, organizational structures, and leadership principles.

Changes in health care require new skill sets and advanced knowledge in the field of respiratory care to meet requirements within the hospital setting and provide specific duties that exceed that of conventional respiratory care practitioners. This advanced knowledge is obtained through advanced degrees within the field of respiratory care. Our Advisory Board members have identified several such areas that require such advanced degrees. These areas include, but are not limited to:

- Operation of blood gas laboratories and maintenance of quality control in the blood gas lab per Clinical Laboratory Improvement Amendments (CLIA) standards.
- Competency evaluation for employees throughout the department to maintain clinical standards of care.
- Advanced Clinical Practitioners who perform duties beyond that which a typical respiratory care practitioner is prepared.
- Subject matter experts responsible for developing protocols within the department and throughout the hospital environment.
- Subject matter experts working in the medical device industry.
- Educator and leadership positions within the health care setting.

Wage Projections

Wage data from online job advertisements for respiratory therapists in California over the previous twelve months provides insight into the anticipated salary of workers within this occupation, as well as further detail on the impact of additional education on salary.

Online job ad salary information reveals that employers offer respiratory therapists a median salary of \$61,300 to \$62,700 annually, above the region's \$51,452 annual (\$24.36 hourly) self-sufficiency standard. The average median annual salary of jobs ads listing bachelor's degree as a minimum educational requirement was \$1,400 higher than associate degree job ads. Additionally, the advertised salary range (25th and 75th quartile) for a bachelor's degree as a minimum education requirement was higher (\$55,000 to \$68,700 annually) compared to an associate degree as a minimum education (\$54,800 to \$64,500 annually). This indicates that bachelor degree holders may have access to higher earnings throughout their careers. The salary figures are prorated to reflect full-time, annual earnings status (COE, 2021, see pages 15-24 below).

BS in Respiratory Program Viability Study

Exhibit 4: Advertised salary information

| Education | 25th quartile | Median | 75th quartile |
|-------------------|---------------|----------|---------------|
| Associate degree | \$54,800 | \$61,300 | \$64,500 |
| Bachelor's degree | \$55,000 | \$62,700 | \$68,700 |

Source: Burning Glass – Labor Insights

Source: Exhibit 5 directly pulled from Centers of Excellence for Labor Market Research- Empire/Desert Region, December 2021.

Respiratory Therapy in the Inland

Table 11 displays the hourly earnings for respiratory care therapists. The median hourly wage statewide is slightly higher (\$41) than for the Inland Empire (\$36). An employee can expect to earn anywhere from \$27/hr. to over \$59/hr., depending on the region and the employee's level of experience.

Table 11. Hourly Wages for Respiratory Care Therapy/Therapist by region.

| Region | 10 th Percentile Hourly Wage | 25 th Percentile Hourly Wage | Median (50 th) Hourly Wage | 75 th Percentile Hourly Wage | 90 th Percentile Hourly Wage |
|---------------|---|---|---|---|---|
| California | \$28.41 | \$33.90 | \$41.17 | \$50.11 | \$59.04 |
| Inland Empire | \$27.11 | \$30.70 | \$36.40 | \$44.73 | \$52.32 |

Source: [EMSI-Occupational Overview, Dataset 2021.4.](#)

BS in Respiratory Program Viability Study

Dear Michael,

The American Association of Respiratory Care (AARC) supports the transition of the associate degree respiratory care program to one offering a Bachelor of Science in Respiratory Care. The AARC established a committee to assist associate degree programs who wished to transition to bachelor degree programs several years ago. One of the committee goals was to compile a list of states allowing community colleges to confer a bachelor's degree. The purpose of the list was to provide those without the ability to correspond and learn from those who could. Producing new respiratory therapists with knowledge and skills needed for the 21st century has become increasingly difficult within the confines of a two-year program. While the curricular needs to produce a competent therapist continue to grow, some state governments have limited associate degree credit hours in community colleges to as little as 60 semester hours.

Therefore, the AARC strongly encourages the continuing development of baccalaureate programs and we applaud The State of California for passing legislation that allows community colleges to offer a baccalaureate degree. The transition of associate degree respiratory therapy (RT) programs to baccalaureate degree is especially important as the field moves to a professional workforce with a bachelor's degree as the entry level. This will require doubling the current number of baccalaureate programs and larger graduating classes.

In 2019, the AARC published a position paper that stated by 2030 all RTs entering practice should hold a baccalaureate degree in respiratory care.¹

The number of Bachelor degree programs has increased but not at a pace to needed to supply the workforce. According to the 2020 Commission on Accreditation for Respiratory Care (CoARC) report on accreditation, as of December 31, 2020, there were 416 Entry into Respiratory Care Professional Practice programs/program satellites. Of these, 341 (82% of total) confer the associate degree upon graduation there are 70 (17% of total) programs confer the baccalaureate degree. Five programs (1% of total) confer the master's degree. Compared to data from the 2019 report on accreditation, the number of associate degree programs decreased by 4, the number of baccalaureate programs and the number of master's degrees remained the same.⁷

I hope this letter demonstrates the level of support for new baccalaureate programs needed to produce competent respiratory therapist for the 21st century.

Sincerely,



*American Association for Respiratory Care
President & CEO 2021-2022
Irving, TX 75063
972-243-2272 office
972-484-2720 fax*

BS in Respiratory Program Viability Study



COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

October 28, 2021

Michael Sheahan Ed.D., RRT-NPS
Program Director – Respiratory Care
Crafton Hills College
Yucaipa, CA 92399

Dear Professor Sheahan,

The Commission on Accreditation for Respiratory Care (CoARC) is very supportive of BS Degree programs in both the traditional and degree advancement models. There is currently a nationwide shortage of respiratory therapists across the country. This has only been exacerbated by the COVID pandemic. Recently, the CoARC has seen an unprecedented number of respiratory therapy educators retire or return to the healthcare workforce leaving a shortage in qualified teaching faculty. Listed below are just a few of the many benefits of degree advancement programs:

- DA programs do not require a clinical component and are offered online.
- The online methodology requires investing only in personnel, marketing and technology.
- The program can be marketed nationwide and if you have a favorable tuition rate you will attract out of state students.
- Students will qualify for tuition assistance from their employer and can work in the field, while simultaneously advancing their degree.
- A large number of the graduates from your associate degree program will enroll in the baccalaureate degree advancement program
- The program director for the associate degree program can be the program director for the degree advancement program as well.
- The program can grow based on an adjunct-driven model as enrollments increase, you can add adjuncts until you see what optimum annual enrollment will be.

Best wishes with your program development and please feel free to contact me if I can be of any assistance.

Sincerely,

Tom Smalling, PhD, RRT, RRT-SDS, RPFT, RPSGT, FAARC
Chief Executive Officer

264 Precision Rd • Telford • Tennessee • 37690

www.coarc.com

(817) 283-2835 Office

(817) 354-8519 Fax

BS in Respiratory Program Viability Study



December 13, 2021

Michael Sheahan Ed.D., RRT-NPS
Program Director/Faculty Chair
Respiratory Therapy Program
Crafton Hills College
11711 Sand Canyon Rd.
Yucaipa, CA 92399

RE: Support for Baccalaureate Degree Granting Respiratory Therapy Programs

Dear Dr. Sheahan,

The field of respiratory care has experienced significant growth over the last few decades in the areas of acute care, long-term care, home care, sleep labs, blood gas labs and pulmonary function labs. Fast paced advances in technologies, increased skill demands in clinical practice, accompanied by an emphasis to have favorable outcomes to care has created demands upon Respiratory Care Practitioners (RCP) never seen before. Employers are demanding more of the respiratory therapy (RT) workforce, but most of it does not possess sufficient knowledge and skills to satisfy their demands. It has been identified that RCPs of today and of the future will need to acquire additional knowledge, skills, and the ability to critically think far beyond the confines of an Associate Degree training program.

The California Society for Respiratory Care (CSRC) strongly endorses and supports baccalaureate degree programs in respiratory care for education and training. A bachelor's degree will meet the demands for practitioners to critically think, assess, and practice more autonomously. Additionally, higher education will help move the profession to allow greater opportunities for practitioners to engage in specialized care that is outcomes-focused, providing a more significant impact on the healthcare delivery system. Finally, Respiratory Care Practitioners seeking to practice in advanced clinical settings, leadership roles, research, and professional educator roles are encouraged to earn masters or doctoral degrees.

The CSRC applauds the State of California for passing legislation that allows community colleges to offer a baccalaureate degree. The transition of associate degree RT programs to baccalaureate degree is especially important as the field moves to a professional workforce with a bachelor's degree as the entry level. This will require a sizeable increase of the current number of baccalaureate programs and larger graduating classes.

888-730-2773 office@csrc.org www.csrc.org 3868 Howe Street, Suite 1, Oakland CA 94611

BS in Respiratory Program Viability Study



In May of 2021, the CSRC Board of Directors approved a White Paper detailing the reasons for the need for the baccalaureate degree. To view that White Paper, please click on the link below.

<https://www.csrc.org/assets/docs/Final%20CSRC%20Position%20Statement%20Minimal%20Education%20Requirements.pdf>

The CSRC has noticed a growing significant workforce shortage over the last decade which it believes is caused by an aging RT workforce, a perceived lack of career pathways and an overall public perception the profession is not sufficiently glamorous. This has been exacerbated over the past 2 years by the pandemic. The CSRC believes the community college baccalaureate degree will fill a void in training California's advanced respiratory care workforce.

Sincerely,

A handwritten signature in black ink, which appears to read "Wayne A. Walls".

Wayne A. Walls, MBA, RRT, RRT-ACCS, RRT-NPS, RCP
President
California Society for Respiratory Care

BS in Respiratory Program Viability Study



RESPIRATORY CARE BOARD
OF CALIFORNIA

Public protection is our highest priority

3750 Rosin Court, Suite 100
Sacramento, CA 95834
www.rcb.ca.gov

T: (916) 999-2190 TF: (866) 375-0386
F: (916) 263-7311 E: rcbinfo@dca.ca.gov

November 23, 2021

Daisy Gonzales, Acting Chancellor
California Community Colleges
1102 Q Street, 6th Floor
Sacramento, CA 95814

RE: Support for Bachelor of Science in Respiratory Care at Crafton Hills College

Dear Dr. Gonzales:

The Respiratory Care Board of California (Board) fully supports the establishment of a Bachelor of Science in Respiratory Care at Crafton Hills College.

The field of respiratory care has expanded significantly over the last few decades with practitioners working in intensive care and acute care units, as well as home care, sleep labs and pulmonary laboratories. In addition, technology and advancements in medicine has broadened this field requiring extensive education and the development of critical thinkers to be successful. Currently the minimum education required for licensure as a Respiratory Care Practitioner is an associate degree. There are currently 35 programs in California with three, including two established as part of the community college pilot program, offering baccalaureate degrees.

The Board has long grappled with the fact that the "two-year" program which consistently takes three plus years (with full-time attendance) to complete, is falling short in providing the in-depth education that is necessary to be prepared for employment at graduation. Furthermore, the Board has noticed significant workforce shortages over the last decade that it believes correlates more with the lack of education and qualified candidates, rather than the lack of available practitioners. Employers are demanding more, and fewer new graduates are meeting this demand. The Board believes the community college baccalaureate degree will fill a void in training California's advanced respiratory care workforce. The community college degree is supported by the Board as a cost-effective degree relevant to advanced education.

The Board fully supports the establishment of a baccalaureate degree program at Crafton Hills College which has the potential to afford respiratory therapy students with an extended opportunity to earn a baccalaureate degree at the community college level, in support of the Board's mandate to protect and serve California's respiratory care consumers. The Board is certain this institution will produce highly qualified respiratory therapists that will lead the way in improving health care delivery and increasing efficiencies.

Sincerely,

A handwritten signature in black ink, appearing to read "Ricardo Guzman", is written over a horizontal line.

Ricardo Guzman, MA, RRT, RCP
President

BS in Respiratory Program Viability Study



To whom it may concern,

Riverside University Health Systems supports our educational partner, Crafton Hills College, in its efforts to establish a bachelor's degree program in Respiratory Care. As a clinical affiliate that actively participates in frequent advisory board meetings, Crafton Hills College possesses the educational resources and support system to pursue degree advancement in Respiratory Care. For many years, Crafton Hills College has provided exceptional education and currently leads the local respiratory care community in educational standards. In the era of COVID-19 and the pandemic that ensues, educational advancement in the field of respiratory care is paramount for the community and we fully support this endeavor.

If you have any questions, please feel free to contact Jacob Parker at Riverside University Health System Medical Center.

Best Regards,

Jacob M. Parker MHA, BSB, RRT
Supervising RCP –Clinical Coordinator/Educator
Respiratory Care & Diagnostic Services
Riverside University Health System
26520 Cactus Avenue, Moreno Valley, Ca 92555
J.Parker@ruhealth.org
(951) 486-4000 x18256
(951) 473-4983 (Cell)

BS in Respiratory Program Viability Study



Respiratory Therapy – Bachelor Degree

Inland Empire/Desert Region (Riverside and San Bernardino counties)

This workforce demand report uses state and federal job projection data developed before the economic impact of COVID-19. The COE is monitoring the situation and will provide more information as it becomes available. Please consult with local employers to understand their current employment needs.

Summary

- Community college respiratory care/therapy programs provide the knowledge, skills, and abilities that lead to the community college-level respiratory therapists occupation.
- Employment is expected to increase by 15% through 2025, with 131 job openings available annually over this period.
- This occupation's 10th percentile hourly earnings are \$27.11 per hour, above the regional \$24.36 per hour self-sustainable earnings standard for a single adult with one child.
- Regional community colleges have issued 52 awards annually in respiratory care/therapy programs over the last three academic years. Other postsecondary education providers in the region have issued 115 awards annually in respiratory care/therapy programs.
- The Centers of Excellence recommends expanding respiratory therapist programs. For more information, see the [recommendation section](#).

Introduction

California Community College respiratory care/therapy (TOP 1210.00) programs prepare students for employment through instruction related to the clinical assistance in the diagnosis, treatment, and rehabilitation of acute and chronic respiratory disease, including pulmonary function, drug administration, mechanical ventilation, medical gas therapy, airway management, patient assessment, and assistance to the physician in carrying out special procedures, and as part of emergency and life-support team (Taxonomy of Programs, 2012). The knowledge, skills, and abilities trained by respiratory care/therapy programs lead to the respiratory therapist occupation.

Respiratory Therapists (SOC 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.

Sample job titles: Cardiopulmonary Rehabilitation Respiratory Therapist, Certified Respiratory Therapist (CRT), Registered Respiratory Therapist (RRT), Respiratory Care Practitioner (RCP), Respiratory Therapist (RT), Staff Respiratory Therapist, Staff Therapist

Respiratory Therapy in the Inland Empire/Desert Region, December 2021

1

BS in Respiratory Program Viability Study



Entry-Level Educational Requirement: Associate Degree

Work Experience Required: None

Typical On-The-Job Training: None

Incumbent workers with a Community College Award or Some Postsecondary Coursework: 65%

According to a nationwide survey of employers conducted by the Federal Bureau of Labor Statistics, the typical entry-level education of respiratory therapists is currently an associate degree. However, they acknowledge that employers may prefer candidates with a bachelor's degree (BLS, 2021). Licensing organizations for respiratory therapy have all taken a stance on respiratory therapists' entry-level educational requirements. The American Association for Respiratory Care (AARC) states, "Training and education for entry-to-practice as a respiratory therapist should be provided within programs awarding a bachelor's or master's degree in respiratory care (or equivalent degree titles), and all newly accredited respiratory care educational programs must award, as a minimum, the bachelor's degree in respiratory care (or equivalent degree title)" (AARC, 2015). Further, "The California Society for Respiratory Care endorses and supports bachelor's degree programs in respiratory care (or equivalent) for education and training as a minimum requirement for licensure beginning in 2030" (CSRC, 2021). This report provides an online job advertisement assessment to determine if the educational requirement for respiratory therapists is increasing and if earnings and skills differ between a bachelor's degree or an associate degree minimum educational requirements.

Job Counts and Projections

In 2020, there were 1,627 respiratory therapist jobs in the Inland Empire/Desert Region. Employment is projected to increase by 15% through 2025; 131 annual job openings are expected over this period. Exhibit 1 displays the job counts, five-year projected job growth, job openings, and the share of incumbent workers age 55 years and greater in the region.

Exhibit 1: Five-year projections, 2020-2025

| 2020 Jobs | 2025 Jobs | 5-Yr % Change (New Jobs) | 5-Yr Openings (New + Replacement Jobs) | Annual Openings (New + Replacement Jobs) | % of workers age 55+ |
|-----------|-----------|--------------------------------|--|--|-------------------------|
| 1,627 | 1,871 | 15% | 653 | 131 | 22% |

Source: Emsi 2021.4

BS in Respiratory Program Viability Study



Job Advertisements for Respiratory Therapists with Bachelor's Degrees

A search of online job advertisements (ads) over the last 12 months (December 2020 through November 2021) for respiratory therapist jobs was conducted to reveal the details about the employers seeking these workers, including the time it takes to fill positions, earnings information, in-demand skills and educational requirements. Over the previous 12 months, 151 job ads for respiratory therapists were posted in the region; however, only 11 of these regional job advertisements specifically stated a need for a bachelor's degree as a minimum education requirement. There are insufficient regional ads to reliably determine a trend in employer preferences for respiratory therapists with bachelor's degrees.

The search of job advertisements was expanded to the state level to provide more generalizable and reliable results. Exhibit 2 displays the change in job advertisements for respiratory therapists with bachelor's degrees over the last seven years, from 2011 to 2021 (year to date). In 2020, there were 236 job ads posted for respiratory therapists with bachelor's degrees in California. Job ads for bachelor's degree workers have increased dramatically since 2018. It should be noted that the number of job ads for respiratory therapists with an associate degree also increased over this time.

Exhibit 2 shows the number of job ads posted during the last 12 months in the region and the regional and statewide average time to fill this job. On average, regional employers in the region fill online job advertisements in 26 days, two days shorter than the statewide average time to fill. Time to fill information indicates that regional employers face similar challenges filling open positions as other employers in California.

Exhibit 2: Job advertisements for respiratory therapists with a minimum education requirement in California



Source: Burning Glass – Labor Insights

*2021 Job advertisements include only display ads posted between January 2021 and October 2021

BS in Respiratory Program Viability Study

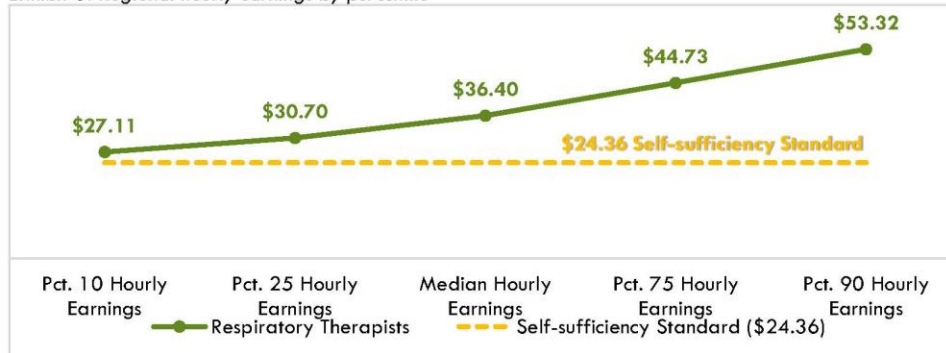


Earnings and Benefits

Community colleges should ensure their training programs lead to employment opportunities that provide self-sustainable income. The University of Washington estimates that a self-sufficient hourly rate for a single adult with one school-age child is \$24.36 per hour or \$51,452 annually in Riverside County; \$23.73 per hour or \$50,119 annually in San Bernardino County (Pearce, 2021). For this study, the higher hourly earnings requirement in Riverside County is adopted as the self-sufficiency standard for the two-county region.

Exhibit 3 displays the hourly earnings for respiratory therapists. The hourly earnings surpass the regional self-sufficiency standard at the 10th percentile, indicating that at least 90% of workers in the field earn a self-sustainable wage. The median hourly earnings is \$36.40 per hour or \$75,713.38 annually.

Exhibit 3: Regional hourly earnings by percentile



Source: Emsi 2021.3

According to the occupational guides developed by the California Labor Market Information Division, benefits for respiratory therapists generally include medical, dental, life, vision insurance, vacation, sick leave, holidays, and retirement plans (Detailed Occupational Guides, 2021).

Salary from Online Job Ads

Exhibit 4 displays online job ad salary data for respiratory therapists over the last 12 months in California. Online job advertisement market Salary provides insight into the likely salary of workers within a specific occupation and further detail on the impact of additional education on salary.

Online job ad salary information reveals that employers offer respiratory therapists a median salary of \$61,300 to \$62,700 annually, above the region's \$51,452 annual (\$24.36 hourly) self-sufficiency standard. The average median annual salary of jobs ads listing bachelor's degree as a minimum educational requirement was \$1,400 higher than associate degree job ads. Additionally, the advertised salary range (25th and 75th quartile) for a bachelor's degree as a minimum education requirement was higher (\$55,000 to

BS in Respiratory Program Viability Study



\$68,700 annually) compared to an associate degree as a minimum education (\$54,800 to \$64,500 annually). This indicates that bachelor degree holders may have access to higher earnings throughout their careers. The salary figures are prorated to reflect full-time, annual earnings status.

Exhibit 4: Advertised salary information

| Education | 25th quartile | Median | 75th quartile |
|-------------------|---------------|----------|---------------|
| Associate degree | \$54,800 | \$61,300 | \$64,500 |
| Bachelor's degree | \$55,000 | \$62,700 | \$68,700 |

Source: Burning Glass – Labor Insights

Employers, Skills, Education, Work Experience, and Certifications

Looking at regional online job ads, Exhibit 5 displays the employers that posted five or more job ads for respiratory therapists over the last 12 months. Showing employer names provides some insight into where students may find employment after completing a program. Kindred Healthcare Incorporated, with locations in Rancho Cucamonga, Perris, Ontario, and Riverside, posted the most job ads in the region, followed closely by Loma Linda University Health. Employers marked with a star (*) indicated they were seeking a worker with a bachelor's degree in at least one of their job ads.

Exhibit 5: Employers posting the most job ads for respiratory therapists

| Top Employers | Job Ads |
|-----------------------------------|------------|
| Kindred Healthcare Incorporated | 14 |
| *Loma Linda University Health | 12 |
| *Tenet Health Systems | 8 |
| *Prime Healthcare Services | 5 |
| John F. Kennedy Memorial Hospital | 5 |
| Integrated Resources Incorporated | 5 |
| *County Riverside | 5 |
| Kaiser Permanente | 4 |
| *Eisenhower Health | 4 |
| *County of San Bernardino | 4 |
| All other employers | 85 |
| Total | 151 |

Source: Burning Glass – Labor Insights

In descending order, exhibit 6 and 7 list the most frequently mentioned specialized and employability skills employers seek when looking for workers to fill respiratory therapist positions. Specialized skills are occupation-specific skills that employers request for industry or job competency. Employability skills are

BS in Respiratory Program Viability Study



foundational skills that transcend industries and occupations; this category is often referred to as "soft skills." The skills requested in job ads may be utilized to guide curriculum development. Exhibit 6 displays skills for employers seeking workers with a bachelor's degree as a minimum level of education, and Exhibit 7 lists associate degree or vocational training as a minimum level of education.

Exhibit 6: Sample of in-demand skills from employer job ads, bachelor's degree

| Specialized skills (n=31) | Employability skills |
|---|--|
| <ul style="list-style-type: none"> • Respiratory Therapy • Advanced Cardiac Life Support (ACLS) • Critical Care • Life Support • Acute Care • Pediatric Advanced Life Support • Patient Care • Treatment Planning • Therapeutic Procedures • Neonatal Resuscitation | <ul style="list-style-type: none"> • Planning • Troubleshooting • Teamwork/Collaboration • English • Communication Skills • Writing • Preventive Maintenance • Detail-oriented |

Source: Burning Glass – Labor Insights

Exhibit 7: Sample of in-demand skills from employer job ads, Associate degree or high school/vocational training

| Specialized skills (n=36) | Employability skills |
|--|--|
| <ul style="list-style-type: none"> • Respiratory Therapy • Advanced Cardiac Life Support (ACLS) • Critical Care • Patient Care • Acute Care • Life Support • Pediatric Advanced Life Support • Treatment Planning • Therapy • Neonatal Resuscitation | <ul style="list-style-type: none"> • Planning • Troubleshooting • Teamwork/Collaboration • Communication Skills • Preventive Maintenance • English • Detail-oriented • Problem Solving |

Source: Burning Glass – Labor Insights

Exhibit 8 and 9 display the certifications most frequently requested or required by employers in job ads for respiratory therapists in California over the last 12 months. The Respiratory Care Board of California (RCB) requires that prospective respiratory therapists hold a minimum of an associate degree from an approved respiratory care education program before examination through the National Board for Respiratory Care (NBRC) (RCB, 2021). For more information regarding respiratory therapy licensure, please visit the RCB website (RCB, 2021). For a complete list of approved training programs, please visit the RCB website (RCB, 2021 a). Exhibit 8 displays certifications for employers seeking workers with a bachelor's degree as a minimum level of education, and Exhibit 8 lists associate degree or vocational training as a minimum level of education.

BS in Respiratory Program Viability Study



Exhibit 8: Certifications most frequently required by employers, bachelor's degree

| Certification (n=133) | Job Ads |
|--|---------|
| Respiratory Care Practitioner (RCP) | 280 |
| Advanced Cardiac Life Support (ACLS) Certification | 239 |
| Registered Respiratory Therapist | 190 |
| Neonatal Resuscitation Program (NRP) | 155 |
| Basic Life Saving (BLS) | 135 |
| American Heart Association Certification | 93 |
| Pediatric Advanced Life Support (PALS) Certification | 61 |
| Basic Cardiac Life Support Certification | 45 |
| Registered Pulmonary Function Technologist | 42 |
| Certified Respiratory Therapist | 26 |

Source: Burning Glass – Labor Insights

Exhibit 8: Certifications most frequently required by employers, Associate degree or high school/vocational training

| Certification (n=133) | Job Ads |
|--|---------|
| Respiratory Care Practitioner (RCP) | 233 |
| Advanced Cardiac Life Support (ACLS) Certification | 178 |
| Registered Respiratory Therapist | 176 |
| Neonatal Resuscitation Program (NRP) | 137 |
| Basic Life Saving (BLS) | 118 |
| American Heart Association Certification | 90 |
| Pediatric Advanced Life Support (PALS) Certification | 69 |
| Driver's License | 26 |
| Certified Respiratory Therapist | 25 |
| First Aid Cpr Aed | 19 |
| Registered Pulmonary Function Technologist | 15 |

Source: Burning Glass – Labor Insights

Student Completions and Programs Outcomes

Exhibit 12 displays completion data for respiratory care/therapy (TOP 1210.10) programs in the region.

Over the last three academic years, from 2017 to 2020, regional colleges have issued 52 awards annually from state-approved respiratory care/therapy programs. The student completion and outcome methodology are available in the appendix.

BS in Respiratory Program Viability Study



Exhibit 12: 2017-20, Annual average community college awards for respiratory care/therapy programs in the Inland Empire/Desert Region

| TOP 1210.00 – Respiratory Care/Therapy | Associate Degree | Certificate requiring 60+ semester units | Total CC Annual Average Awards, Academic Years 2017-20 |
|--|------------------|--|--|
| Crafton Hills | 29 | - | 29 |
| Victor Valley | 18 | 5 | 23 |
| Total | 46 | 5 | 52 |

Source: MIS Data Mart

California program outcome data may provide a useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP code and region is provided in Exhibit 13. The outcome methodology is available in the appendix section of this report.

Exhibit 13: 1210.00 – Respiratory care/therapy strong workforce program outcomes

| Strong Workforce Program Metrics: 1210.00 – Respiratory Care/Therapy Academic Year 2018-19, unless noted otherwise | Inland Empire/Desert Region | California |
|--|-----------------------------|------------|
| Unduplicated count of enrolled students (2019-20) | 205 | 2,475 |
| Completed 9+ career education units in one year (2019-20) | 50% | 39% |
| Perkins Economically disadvantaged students | 92% | 86% |
| Students who attained a noncredit workforce milestone in a year (2019-20) | - | 44% |
| Students who earned a degree, certificate, or attained apprenticeship (2019-20) | 47 | 354 |
| Transferred to a four-year institution (transfers) | - | 83 |
| Job closely related to the field of study (2017-18) | 100% | 99% |
| Median annual earnings (all exiters) | \$47,504 | \$42,242 |
| Median change in earnings (all exiters) | 67% | 33% |
| Attained a living wage (completers and skills-builders) | 78% | 58% |

Sources: LaunchBoard Community College Pipeline and Strong Workforce Program Metrics

Exhibit 14 displays awards reported by other postsecondary education providers in respiratory care therapy/therapist (CIP 51.0908) programs. Completion data is compiled from the Integrated Postsecondary Education Data System (IPEDS) for the most recent three years available. On average, four other postsecondary education institutions in the region have issued 115 awards annually over the last three academic years from state-approved programs. Loma Linda University has the only accredited, bachelor's degree respiratory care therapy/therapist program in the region, according to the Commission on Accreditation for Respiratory Care (COARC, 2021). This program awarded an average of 10 bachelor's

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degrees and three master's degrees over the last three academic years. Loma Linda's catalog indicates the tuition for their Respiratory Care—Bachelor of Science (traditional) program is \$32,436 for year 1 (53 units) and \$37,944 for year 2 (62 units) or \$612 per unit (Loma Linda University, 2021).

Exhibit 14: Other postsecondary educational provider respiratory care therapy/therapist training programs, three-year annual average credentials in the region

| 51.0908 – Respiratory Care Therapy/Therapist | Associate Degree | Bachelor's Degree | Master's Degree | Other Educational Providers Annual Average Credentials, Academic Years 2016-19 |
|--|------------------|-------------------|-----------------|--|
| American Career College-Ontario | 36 | - | - | 36 |
| Concorde Career College-San Bernardino | 23 | - | - | 23 |
| Loma Linda University | - | 10 | 3 | 13 |
| Platt College-Ontario | 42 | - | - | 42 |
| Total | 102 | 10 | 3 | 115 |

Source: IPEDS

Recommendation

Community college respiratory care/therapy programs provide the knowledge, skills, and abilities that lead to the community college-level occupation, respiratory therapists. Employment for respiratory therapists is expected to increase by 15% through 2025, with 131 job openings expected annually. The 10th percentile hourly earnings (\$27.11 per hour) for respiratory therapists surpass the region's self-sustainability rate (\$24.36 per hour), indicating that at least 90% of workers in this occupation earn a self-sustainable wage.

Regional community college issued 52 awards in respiratory care/therapy (TOP 1210.00) programs over the last three academic years. Other postsecondary education providers in the region have issued 115 awards annually over the previous three academic years. Loma Linda University has the only accredited bachelor's degree respiratory care therapy/therapist program in the region, according to the Commission on Accreditation for Respiratory Care (COARC, 2021). This program awarded an average of 10 bachelor's degree and three master's degrees over the last three academic years. Loma Linda's 2021-22 catalog indicates the tuition for their Respiratory Care—Bachelor of Science (traditional) program is \$32,436 for year 1 (53 units) and \$37,944 for year 2 (62 units) or \$612 per unit (Loma Linda University, 2021).

The Centers of Excellence recommends expanding current respiratory care/therapy programs to include a bachelor's degree award option. The regional annual job opening demand for more respiratory therapists is strong (131 annual job openings), and this occupation's hourly earnings exceed the region's self-sustainability

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standard. The American Association for Respiratory Care (AARC) and the California Society for Respiratory Care recommend a bachelor's degree as a minimum licensing requirement for respiratory therapists beginning as early as 2030, and only one private college in the region currently offers a bachelor's degree respiratory care therapy/therapist program. There appears to be an opportunity to provide an affordable, community college respiratory care/therapy bachelor's degree program in the region to meet the increased educational requirement for licensing. Colleges considering respiratory care/therapy programs should partner with local employers to discuss their workforce hiring needs and training requirements to help students find gainful employment in this field.

Contact

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December 2021

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Appendix: Methodology

Exhibit 12 displays the average annual California Community College (CCC) awards conferred during the three academic years between 2017 and 2020 from the California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart. Awards are the combined total of associate degrees and certificates issued during the timeframe, divided by three in this case to calculate an annual average. This is done to minimize the effect of atypical variation that might be present in a single year.

Community college student outcome information is from LaunchBoard and based on the selected TOP code and region. These metrics are based on records submitted to the California Community Colleges Chancellor's Office Management Information Systems (MIS) by community colleges, which come from self-reported student information from CCC Apply and the National Student Clearinghouse. Employment and earnings metrics are sourced from records provided by California's Employment Development Department's Unemployment Insurance database. When available, outcomes for completers are reported to demonstrate the impact that earning a degree or certificate can have on employment and earnings. For more information on the types of students included for each metric, please see the web link for LaunchBoard's Strong Workforce Program

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Metrics Data Element Dictionary in the References section (LaunchBoard, 2021 a). Finally, employment in a job closely related to the field of study comes from self-reported student responses on the CTE Employment Outcomes Survey (CTEOS), administered by Santa Rosa Junior College (LaunchBoard, 2021 a).

Job advertisement data is limited to the information provided by employers and the ability of artificial intelligence search engines to identify this information. Additionally, preliminary calculations by Georgetown Center on Education and the Workforce found that "just 30 to 40 percent of openings for candidates with some college or an associate degree, and only 40 to 60 percent of openings for high school diploma holders appear online" (Carnevale et al., 2014). Online job advertisements often do not reveal the hiring intentions of employers; it is unknown if employers plan to hire one or multiple workers from a single online job ad, or if they are collecting resumes for future hiring needs. A closed job ad may not be the result of a hired worker.

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Table 1. 2020 to 2025 job growth, wages, entry-level education, training, and work experience required for respiratory therapists in the Inland Empire/Desert Region (Riverside and San Bernardino counties combined)

| Occupation (SOC) | 2020 Jobs | 5-Year Change (New Jobs) | 5-Year % Change (New Jobs) | Annual Openings (New + Replacement Jobs) | Entry-Experienced Hourly Wage (10 th to 90 th percentile) | Median Hourly Wage (50 th percentile) | Average Annual Earnings | Entry-Level Education & On-The-Job-Training | Work Experience Required |
|----------------------------------|-----------|--------------------------|----------------------------|--|---|--|-------------------------|---|--------------------------|
| Respiratory Therapists (29-1126) | 1,627 | 244 | 15% | 131 | \$27.11 to \$53.32 | \$36.40 | \$79,000 | Associate degree & None | None |

Source: Emsi 2021.4

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QC7. Catalog Description

7. Catalog Description – Please include program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to the proposed baccalaureate degree program’s goal(s). ***This question is required.**

Program Requirements

The proposed Bachelor of Science in Respiratory Care (BSRC) Degree will require the completion of 170.5 semester units including upper and lower division general education course work in alignment with the California State University General Education (CSU-GE) Breadth requirements and 91.5 major lower division and 31 upper-division units in Respiratory Care. There is a total of 48 lower (39 units) and upper (9 units) of general education units.

A description of the [lower division major coursework](#) and the [General Education requirements](#) are hyperlinked below to Crafton Hills College current catalog. A more detailed description of the upper-level courses are provided below.

- Completion of [lower division major coursework](#) (or equivalent) to Crafton Hills College CoARC accredited Associate of Science (AS) Degree in Respiratory Care: **(91.5 units)**
 - Please note: Coursework completed at another educational institution will need to be evaluated for equivalency.
- [General Education Requirements](#):
 - Lower division semester unit pattern **(39 units)**
 - Area A – English Language Communication and Critical Thinking
 - Area B – Scientific Inquiry and Quantitative Reasoning
 - Area C – Arts and Humanities
 - Area D – Social Sciences
 - Area E – Lifelong Learning
 - Area F – Ethnic Studies.
- Upper Division Major Coursework in Respiratory Care **(31 units)**
 - Quality Improvement in Health Care (3 units)
 - Advanced Cardiopulmonary Disease (3 units)
 - Sleep Medicine/Polysomnography (3 units)
 - Case Management (3 units)
 - Pulmonary Specialties I (3 units)
 - Pulmonary Specialties II (3 units)
 - Research Design and Methodologies (3 units)
 - Advanced Neonatal and Pediatric Care (3 units)
 - Leadership and Management in Respiratory Care (3 units)
 - Capstone Project (4 units)
- Upper Division General Education **(9 units)**
 - Medical Ethics and Patient Advocacy (3 units)
 - Communications (3 units)
 - Health Care Education (3 units)

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Core Program Courses (31 units)

| Quality Improvement in Health Care | |
|------------------------------------|---|
| Units | 3 |
| Description | An evaluation of the current approaches used in assessing risk and improving health care quality through the practice of continuous quality improvement. Focus of learning placed on experiential learning, current regulations of quality improvement and conceptual understanding. |
| Outcome | <p>On completion of this course, students should understand the Principles and Processes of Quality Improvement, and how to apply those processes. Specifically, students will be able to demonstrate that they can:</p> <ul style="list-style-type: none"> • Define quality improvement and performance improvement. • Discuss the history and development of QI in Health Care. • Explain the fundamental processes of QI. • Demonstrate skill in the use of QI processes such as flow charts, diagrams, control charts, LEAN techniques etc. • Explain and utilize the PDCA, DMAIC cycles of improvement. • Complete an individualized project related to quality improvement. |

| Advanced Cardiopulmonary Disease | |
|----------------------------------|--|
| Units | 3 |
| Description | Provides an analytical framework through which students will expand their knowledge of respiratory diseases, diagnostic procedures, and symptom management. Includes detailed assessment of cardiopulmonary and neurorespiratory diseases, performance of diagnostic testing, medical interventions, and analysis of treatment benefits. |
| Outcome | <p>After completing this course, the student will be able to do the following:</p> <ul style="list-style-type: none"> • Use electronic medical databases for detailed searches of respiratory related diseases. • Identify current, research and applied issues in respiratory disease. • Recognize and support the individual learner's needs for continuing education as a function of growth and maintenance of professional competency. • Analyze, explain, and justify the use of support articles by journal authors. • Critique and justify the current management of respiratory diseases including: applied physiology, pathology, pharmacology, airway management, patient diagnostics, and mechanical ventilation. • Develop written critical reviews of a current topics in respiratory therapy and offer recommendations for changes based on current research. |

| Sleep Medicine/Polysomnography | |
|--------------------------------|--|
| Units | 3 |
| Description | Prepares students to apply polysomnography to diagnose sleep disorders. Students will gain knowledge and skills related to the normal development of sleep pattern and demonstrate the ability to identify specific sleep disorders as well as score sleep stages and respiratory patterns. Emphasis is placed on pediatric and adult assessment, monitoring, and sleep disorders. |
| Outcome | This course will provide the information to allow one to discuss and identify the following topics: |

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- Identify the components of normal human sleep
- Explain how sleep changes at different ages
- Assess daytime sleepiness and consequences
- Identify key components of sleep disordered breathing, parasomnias, narcolepsy, insomnia, periodic leg movement syndrome (PLMS), and restless leg syndrome (RLS)
- Explain polysomnography, including: 10-20 electrode placement, required equipment, sleep stage scoring, abnormal event scoring, respiratory event scoring, and movement disorders
- Identify treatment options for patients with sleep disorders
- Identify when a patient should be referred for a sleep study

Case Management

Units 3

Description Applied case management in Respiratory Care highlighting facilitation, integration, coordination and transition of patients through the continuum of care. Students effectively apply strategies for collaboration between the case manager, the client, the payer and appropriate service personnel, in order to optimize the outcome while maintaining client privacy and confidentiality, health, and safety through advocacy and adherence to ethical, legal, accreditation, certification and regulator standards or guidelines.

Outcome Students will be able to:

- Analyze patient case management plans created by the healthcare delivery team to coordinate resources and services necessary to accomplish client goals.
- Identify and apply strategies for assessing, planning, implementing, coordinating, monitoring, and evaluating options and services to promote quality and cost-effective outcomes.
- Apply professional practice principles such as confidentiality, legal and regulatory requirements, risk management, interpersonal communication, conflict resolution, and negotiation strategies in the context of the case management process.

Pulmonary Specialties I

Units 3

Description An in depth instruction on specialty respiratory services. Emphasis will be placed on patient education through pulmonary rehabilitation and diagnostic testing through pulmonary function testing, exercise testing, and CLIA requirements for blood gas laboratory maintenance and quality control.

Outcome Student will demonstrate advanced knowledge of pulmonary specialties discussed in this course, including:

- Pulmonary Rehabilitation models and patient education
- CLIA requirements for blood gas laboratory quality control
- Pulmonary Function techniques and assessment
- Exercise Testing techniques and outcomes assessment as it relates to pulmonary rehabilitation and patient education on disease processes

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Pulmonary Specialties II

Units 3

Description A continued in depth instruction on specialty respiratory services. Emphasis will be placed on diagnostic testing and specialty treatments using lung ultrasound, inhaled nitric oxide therapy, heliox therapy, and ECMO

Outcome Student will demonstrate advanced knowledge of pulmonary specialties discussed in this course, including:

- Describe the importance and implementation of early mobility in critical care
- Lung ultrasound techniques and applications in monitoring methods to assess pathophysiology related to the systems
- Uses of inhaled nitric oxide and FDA guidelines for its use
- HeliOx therapy
- Detailed aspects of ECMO and perfusion techniques

Research Design and Methodologies

Units 3

Description Analysis of research design and methodology in health care and health sciences. Emphasis will include research evaluation and interpretation of results, design methodology, the planning and approval process, data collection and analysis, and communication and presentation of the results.

Outcome After completing this course you should be able to:

- Critically review, analyze, and interpret published research.
- Develop research design, conduct or review a study, critically assess and perform analysis of quality measurement.

Advanced Neonatal and Pediatric Care

Units 3

Description Advanced concepts of neonatal and pediatric respiratory care. Emphasis placed on neonatal and pediatric pathophysiology and on specific therapeutic needs of neonates and children. Students will demonstrate competence in assessment skills, formulation of treatment plans, and application of specific respiratory care modalities for neonatal and pediatric patients.

Outcome Students will be able to:

- Differentiate approaches to care between neonatal/pediatric and adult patients.
- Distinguish and apply appropriate advanced medical treatments and modalities which can be utilized to appropriately care for neonatal and pediatric patients.

Leadership and Management in Respiratory Care

Units 3

Description Leadership and management theories in effective practices in the healthcare setting. Organizational structure of current healthcare models are discussed. Emphasis is placed on development of skills in leadership, communication, time management, problem solving, motivation and other critical competencies. Specific attention is focused on the role of leadership, along with specific functions and operations, in a Respiratory Care Department.

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| | |
|----------------|--|
| Outcome | <p>Student will be able to:</p> <ul style="list-style-type: none"> • Articulate a working foundation of leadership practices and theories for leading people and health organizations. • Integrate behaviors and actions of successful leaders, and develop an individual current or future leadership style. • Apply management strategies to various operational procedures and functions of the Respiratory Care department and other related departments. |
|----------------|--|

| Capstone Project | |
|--------------------|--|
| Units | 4 |
| Description | Capstone course in Respiratory Care focused in areas of advanced cardiopulmonary respiratory care, leadership and management, case management, research, education, or other special area of interest. Student will identify and complete a project applying knowledge and skills learned in the program. Projects will be developed in collaboration with faculty and community members and are aligned with student area of interest. |
| Outcome | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Draw on multiple sources of analysis, research, and critical thinking across the curriculum to develop addressing a problem and completing a project. • Demonstrate in a final presentation the full breadth of knowledge gained through the Respiratory Care program, focusing on one or more subject areas: cardiopulmonary pathophysiology, case management, health education, research methodology, and/or respiratory care leadership and management. |

Upper-Level General Education (9 units)

| Medical Ethics and Patient Advocacy | |
|-------------------------------------|--|
| Units | 3 |
| Description | Application of moral theory to a variety of problems in medicine and health care delivery, such as: uses of medical technology, allocation of resources, responsibilities and obligations of health care providers, medically assisted dying, genetic screening, abortion and reproductive rights, and experiments on human or animal subjects. |
| Outcome | <p>After successful completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Analyze, compare, and evaluate a variety of moral theories (such as Utilitarianism, Kantianism, Natural Law, or Human Rights theory) that are relevant to problems in medical ethics. • Apply theories in normative ethics to specific problems or controversies in medical ethics, e.g., experimentation, informed consent, allocation of resources, use of technologies, abortion, medically assisted dying, etc. |

| Communications | |
|--------------------|---|
| Units | 3 |
| Description | Course will examine the different lines of communication that are important to patient care and interprofessional disciplines within medical settings, including patient-care provider communication, care provider-family communication, and communication between healthcare providers and administrators. The strategies for effective |

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| | |
|----------------|--|
| | communication between these parties, including writing and disseminating educational materials, forming positive and supportive relationships, and managing different streams of information from different sources to arrive at accurate and actionable conclusions. |
| Outcome | <p>After successful completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Locate, evaluate and synthesize information from a variety of sources in order to: <ul style="list-style-type: none"> ○ Conduct an in-depth review of current topics and materials in preparation for a case-based presentation that covers etiology, clinical manifestations, diagnoses and management of a respiratory or cardiopulmonary disease • Write a paper that is graded for content and style and assessed for advanced ability to locate and evaluate web-based information. • Use a case-based approach to give an oral presentation that covers the etiology, clinical manifestations, diagnoses and management of a respiratory or cardiopulmonary disease. • Practice interview skills. |

| Health Care Education | |
|-----------------------|---|
| Units | 3 |
| Description | An interactive course designed to provide health care professionals with the skills needed to provide effective peer, student, and patient education on respiratory disease processes, diagnostics, and therapies delivered by the respiratory therapist. |
| Outcome | <p>After successful completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Identify your own learning style • Develop skills to improve patient education • Demonstrate ability to develop and teach a effectively through appropriate communication |

Prerequisite Skills/Enrollment Limitations

In order to enter the Bachelor's in Respiratory Care Program at Crafton Hills College students will have needed to complete an Associates of Science Degree in Respiratory Care.

Student Learning Outcomes

A student receiving a Bachelor's of Science in Respiratory Care and Allied health Systems will be able to:

- Lead and manage complex systems across Respiratory Care and allied health fields
- Work collaboratively with other leaders and managers to gather, analyze, and interpret data and implement positive changes within across health care fields
- Demonstrate understanding of, and be able to critically think through, processes involved in generating positive patient outcomes across complex health care systems

Program Goals

The Bachelor of Science in Respiratory Care will prepare individuals to fill existing and emerging needs in the Healthcare System that require handling complex systems and uncertain environments.

Additionally, the American Association for Respiratory Care, the California Society for Respiratory Care,

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the Commission on Accreditation for Respiratory Care, and the Respiratory Care Board of California support the advancement of the entry level degree requirement for respiratory care licensure being elevated to a minimum of a Bachelor's Degree in Respiratory Care. To accomplish this, colleges must begin to transform from Associate level programs to Bachelor's level programs. The goal for this entry level requirement is the year 2030. Moreover, graduates will be qualified for leadership positions throughout the field of Respiratory Care. Special emphasis will be placed on using process and tools to deal with complex problem solving, advanced skills, advanced theories, organizational structures, and leadership principles.

Changes in health care require new skill sets and advanced knowledge in the field of respiratory care to meet requirements within the hospital setting and provide specific duties that exceed that of conventional respiratory care practitioners. This advanced knowledge is obtained through advanced degrees within the field of respiratory care. Our Advisory Board members have identified several such areas that require such advanced degrees. These areas include, but are not limited to:

- Operation of blood gas laboratories and maintenance of quality control in the blood gas lab per Clinical Laboratory Improvement Amendments (CLIA) standards.
- Competency evaluation for employees throughout the department to maintain clinical standards of care.
- Advanced Clinical Practitioners who perform duties beyond that which a typical respiratory care practitioner is prepared.
- Subject matter experts responsible for developing protocols within the department and throughout the hospital environment.
- Subject matter experts working in the medical device industry.
- Educator and leadership positions within the health care setting.

The program's mission is to prepare students for systems related careers in Respiratory Care or allied health and to advance the educational understanding of students through engagement and advancement which prepares them for advanced placement within Respiratory Care and allied health care environments.

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QC8. Program Requirements

8. Program Requirements – Please include a description of the proposed baccalaureate degree program’s course requirements, faculty, facilities, and sequencing that reflects program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table. ***This question is required.**

Program Course Requirements

The proposed Bachelor of Science in Respiratory Care (BSRC) Degree will require the completion of 170.5 semester units including upper and lower division general education course work in alignment with the California State University General Education (CSU-GE) Breadth requirements and 91.5 major lower division and 31 upper-division units in Respiratory Care. There is a total of 48 lower (39 units) and upper (9 units) of general education units.

A description of the [lower division major coursework](#) and the [General Education requirements](#) are hyperlinked below to Crafton Hills College current catalog. A more detailed description of the upper-level courses are provided below.

| REQUIRED COURSES: | | | |
|--|--|--------------|----------|
| Course | Course Title | Units | Sequence |
| | CSU GENERAL EDUCATION REQUIREMENTS | 39 | |
| | LOWER DIVISION MAJOR COURSEWORK | 91.5 | |
| AS DEGREE | Respiratory Care | 130.5 | |
| UPPER-LEVEL MAJOR GENERAL EDUCATION (9 UNITS) | | | |
| RESP-301 | Medical Ethics and Patient Advocacy | 3 | 1 |
| RESP-302 | Communications | 3 | 1 |
| RESP-303 | Health Care Education | 3 | 2 |
| Total Upper-Level GE Units | | 9 | |
| CORE PROGRAM MAJOR COURSES (31 UNITS) | | | |
| RESP-401 | Quality Improvement in Health Care | 3 | 2 |
| RESP-402 | Advanced Cardiopulmonary Disease | 3 | 3 |
| RESP-403 | Sleep Medicine/Polysomnography | 3 | 3 |
| RESP-404 | Case Management | 3 | 4 |
| RESP-405 | Pulmonary Specialties I | 3 | 4 |
| RESP-406 | Pulmonary Specialties II | 3 | 5 |
| RESP-407 | Research Design and Methodologies | 3 | 5 |
| RESP-408 | Advanced Neonatal and Pediatric Care | 3 | 6 |
| RESP-409 | Leadership and Management in Respiratory Care | 3 | 6 |
| RESP-410 | Capstone Project | 4 | 7 |
| Lower and Upper GE Units | | 48 | |
| Core Program Major Units: | | 122.5 | |
| TOTAL UNITS: | | 170.5 | |

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Program Course Sequencing

Cohorts will move, together, through each of the courses in this program. Courses will consist of eight-week courses with one week between courses to allow for registration for the next eight weeks. The first and second eight weeks within each semester will be divided into Spring, Summer, Fall, and Spring. This program will be offered in an online format to provide additional access to all students, especially those who are working full time.

| Course Layout | | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Spring Semester | | Summer Semester | Fall Semester | | Spring Semester | |
| 1 st 8 weeks | 2 nd 8 weeks | 1 st 8 weeks | 1 st 8 weeks | 2 nd 8 weeks | 1 st 8 weeks | 2 nd 8 weeks |
| RESP-301 | RESP-303 | RESP-402 | RESP-404 | RESP-406 | RESP-408 | RESP-410 |
| RESP-302 | RESP-401 | RESP-403 | RESP-405 | RESP-407 | RESP-409 | |

Program Faculty Requirements

In order to meet the faculty requirements, it is estimated that the cost will be approximately \$134,334 to enroll students in year one of the program. The cost of the program will be supported through the FTES generated and will be budgeted for through the college's developmental budget process.

Program Facility Requirements

In addition to curricular expertise, CHC has opened a new Public Safety and Allied Health Building in summer 2015, housing the Respiratory Therapy, Paramedic, Emergency Medical Technician, and Fire Technology programs. The 35,000 square foot facility features a state-of-the-art simulation center, a student study area/lab, 4 lecture rooms, 7 labs, meeting rooms, and faculty offices. This facility includes some new instructional equipment. The simulation lab is partially supported by an endowment through CHC's Foundation and through the general fund (see figures below for floor plan).

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QC9. Administrative Plan

9. Administrative Plan - Please submit the administrative plan for the proposed baccalaureate degree program, including, but not limited to, the governing board of the district's funding plan for its specific district.

The administration of Crafton Hills College and the San Bernardino Community College District are committed to offering the program and ensuring the pilot's success. Crafton Hills College has been educating health care and public safety providers for nearly three decades. Our cohort based programs provide a supportive and high quality learning environment, resulting in high completion rates (99.64% based on Perkins Core Indicator) and high rates of employment (84.34% based on Perkins Core Indicator). The full time faculty in these disciplines are supportive of the program and in the majority of areas there are highly qualified adjuncts, as well. The administrative and instructional capacities are present to handle the program. A program director will be assigned and a secretary will be hired.

The estimated costs to implement and sustain the Bachelor's in Respiratory Care Program at Crafton Hills College is approximately \$200,000. Based on current enrollments in Crafton Hills College's AS in Respiratory Care program, it is estimated that the Bachelor's in Respiratory Care Program would generate an additional 86 RFTES, which would possibly generate \$341,000 in revenue if the apportionment was approximately \$4,009 per RFTES. This would pay for the cost of the program. In addition, each year the Crafton Hills College administration will budget for the equipment, faculty, staff, and administrative support of the program.

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QD10: Master Planning

10. Master Planning – Explain how the proposed baccalaureate degree program fits into the mission, curriculum, and master planning of the college and higher education in California. Please submit documentation that verifies how your district maintains the primary mission of the California Community Colleges specified in [paragraph \(3\) of subdivision \(a\) of Section 66010.4 of article 2 of chapter 2 of division 5 of title 3 of the California Code of Regulations](#). As a part of a proposed baccalaureate degree program, your district shall demonstrate how its mission provides a high-quality undergraduate education at an affordable price for students and the state. *This question is required.

Crafton Hills College (CHC) is one of 115 public community colleges supported by the State of California and overseen by the California Community Colleges Chancellor's Office, which states the mission and vision of the community college system as follows:

The mission and vision of the California Community Colleges is to put students first.

As a State-supported community college, CHC identifies its student population as all Californians in its service area who have successfully completed high school and all residents who are eighteen years of age or older and able to benefit from instruction, whether or not they have completed high school, and non-residents who have attended a high school in California. In addition, the College admits students under the age of eighteen who do not have a high school diploma or the equivalent as *special-admit* students, and current high school students who qualify under the College's partnership with local high school programs under the District's dual-enrollment designation ([Ev. 1](#)).

The College's mission statement -- viewed in conjunction with the State Chancellor's Office mission and vision statements (above) and the system's inclusive state mandated admissions policies -- defines the College's broad educational purposes and its commitment to student learning and student achievement. The Crafton Council and Educational Master Plan Committee review the mission statement, vision, and values every year ([Ev. 2](#)) ([Ev. 3](#)) ([Ev. 4](#)) ([Ev. 5](#)). The current mission statement is as follows: **The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.** It was approved by the District Board of Trustees on October 9, 2014 ([Ev. 6](#)).

This mission is amplified by a vision statement: **Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.**

The College also has a statement of institutional values: **Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.**

The degrees and certificates the College awards are standard across the State's community college system and appear prominently in the College Catalog and promotional materials.

CHC's mission, together with its vision statement and values, stresses its broad educational purpose to deliver a variety of programs and opportunities to all students in its service area who wish to earn a degree or certificate in an academic or career field as well as offer classes in developmental education for those not yet prepared to complete college-level course work. CHC has recently added non-credit classes and programs to meet the needs of students entering the workforce. The State's community

BS in Respiratory Program Viability Study

college open access policy and the College's recruitment efforts are aimed at attracting a student body whose diversity mirrors that of the community it serves.

The following Crafton Hills College strategic directions all align with the development of the Bachelor's in Respiratory Care Program at Crafton Hills College:

1. Promote Student Success
 - 1.1 Support, guide, and empower every student to achieve their goals.
4. Expand Access
 - 4.2 Increase college capacity to serve the core service area.
7. Develop Programs and Services
 - 7.2 Improve and expand programs.

The Crafton Hills College Bachelor's in Respiratory Care mission is to prepare students for systems related careers in Respiratory Care or allied health and to advance the educational understanding of students through engagement and advancement which prepares them for advanced placement within Respiratory Care and allied health care environments.

In addition, the Allied Health Department included an objective to develop and implement a Bachelor of Science in Respiratory Care Program at Crafton Hills College (Based on the requirement of the NBRC and California Respiratory Care Board to require a degree of a Bachelors). This objective specifically aligns with Crafton's Strategic Direction 7, Develop Programs and Services.

As illustrated above and in questions B4, B5, and B6 the development of a Crafton Bachelor's in Respiratory Care Program meets the needs of students and the community and aligns with mission of the California Community College Chancellor's Office, the San Bernardino Community College District, and Crafton Hills College's strategic planning.

BS in Respiratory Program Viability Study

QD11. Enrollment Projections

11. Enrollment and Completer Projections – Please submit annual enrollment projections for the proposed baccalaureate degree program. *This question is required.

Table 1 displays respiratory care therapy associate degree awards from Crafton Hills College from 2018-2019 to 2020-2021. CHC awarded from 25 to 32 Associate degrees each year from 2018-2019 to 2020-2021.

Table 1. Crafton Hills College Associate degree awards for Respiratory Care Therapy/Therapist from 2018-2019 to 2020-2021 (TOP Code is 1210.00).

| Institution Name | 2018-2019 | 2019-2020 | 2020-2021 | Total Awarded 2018-2021 |
|-----------------------|-----------|-----------|-----------|-------------------------|
| Crafton Hills College | 25 | 32 | 28 | 85 |

Source: [California Community College Chancellor's Office, Program Awards Summary](#)

The lower division enrollments are based on the historical enrollments in the respiratory care program at Crafton. In 2019-2020 there 725 enrollments in the program. The average annual enrollment in the respiratory care program in the last three years was 682 enrollments, with the 2020-2021 academic year being the lowest due to the pandemic.

The upper division enrollment estimates are based on the idea that most of the Crafton students and some students from other programs will enroll in the Crafton Bachelor's in Respiratory Care Program because of the new requirements for educating Respiratory Care Therapists. Specifically, the American Association for Respiratory Care (AARC) states, "Training and education for entry-to-practice as a respiratory therapist should be provided within programs awarding a bachelor's or master's degree in respiratory care (or equivalent degree titles), and all newly accredited respiratory care educational programs must award, as a minimum, the bachelor's degree in respiratory care (or equivalent degree title)" ([AARC, 2015](#)). Further, "The California Society for Respiratory Care endorses and supports bachelor's degree programs in respiratory care (or equivalent) for education and training as a minimum requirement for licensure beginning in 2030" ([CSRC, 2021](#)).

In the upper division, cohorts of approximately thirty students will move, together, annually through the program. Students will take eight-week courses, four a semester, and two at a time, two move through the program. **Annually, the total number of enrollments will be approximately 390 in the upper division and 682 in the lower division, for a total of 1,072 annual enrollments.**

| Course | Title | Semester | Enrollments |
|----------|-------------------------------------|----------|-------------|
| RESP-301 | Medical Ethics and Patient Advocacy | 1 | 30 |
| RESP-302 | Communications | 1 | 30 |
| RESP-303 | Health Care Education | 1 | 30 |
| RESP-401 | Quality Improvement in Health Care | 1 | 30 |
| RESP-402 | Advanced Cardiopulmonary Disease | 2 | 30 |
| RESP-403 | Sleep Medicine/Polysomnography | 2 | 30 |
| RESP-404 | Case Management | 3 | 30 |
| RESP-405 | Pulmonary Specialties I | 3 | 30 |
| RESP-406 | Pulmonary Specialties II | 3 | 30 |
| RESP-407 | Research Design and Methodologies | 3 | 30 |

BS in Respiratory Program Viability Study

| | | | |
|--------------------------|---|---|-----|
| RESP-408 | Advanced Neonatal and Pediatric Care | 4 | 30 |
| RESP-409 | Leadership and Management in Respiratory Care | 4 | 30 |
| RESP-410 | Capstone Project | 4 | 30 |
| Total Annual Enrollments | | | 390 |

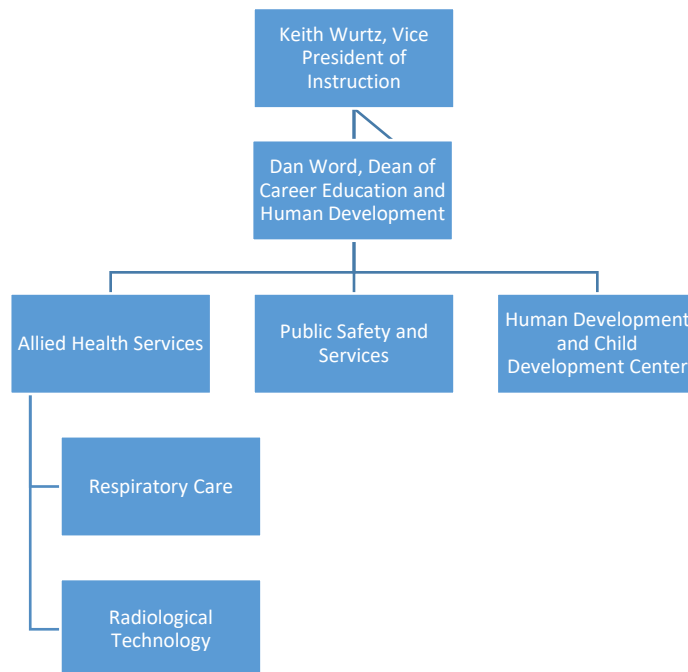
BS in Respiratory Program Viability Study

QD12. Place of Program in Curriculum/Similar Programs

12. Place of Program in Curriculum/Similar Programs – Please explain how the proposed baccalaureate degree program fits in the college’s existing program inventory. *This question is required.

Crafton Hills College is exceptionally qualified and prepared to serve our community by offering a bachelor’s degree entitled ***Bachelor of Science in Respiratory Care***. This program is designed to respond to both existing and emerging workforce needs in the Inland Empire, as well as across the state, has been endorsed by industry and educational partners, and is sustainable. Crafton Hills College is well positioned to succeed with approximately 50 years of expertise in allied health and Respiratory Care, new facilities, and experienced, outstanding faculty. The College has been educating health care and public safety providers for nearly three decades. Our cohort-based programs provide a supportive and high-quality learning environment, resulting in high completion rates (99.64% based on Perkins Core Indicator) and high rates of employment (84.34% based on Perkins Core Indicator). The full-time faculty in these disciplines are supportive of the program. The administrative and instructional capacities are already present to implement and sustain the program.

Illustrated below is Crafton’s current organizational chart in the Career Education and Human Development Division. Currently, Crafton has the Allied Health Services Department, which includes Respiratory Care and Radiological Technology. The Bachelor’s Degree in Respiratory Care will be included within the Allied Health Department. Planning and Program Review for Respiratory Care will include both the Associates and the Bachelor’s Degree programs.



BS in Respiratory Program Viability Study

E13. Program Transitions or Transfer

13. Program Transitions or Transfer– Please describe how the proposed baccalaureate degree program allows for students to transition from Associate degree programs and transfer to other 4-year institutions if needed. *This question is required.

Students successfully completing the Crafton Hills College Associates in Respiratory Care Program will meet the requirements for acceptance into the bachelor's program. Non-Crafton Hills College Respiratory graduates will be required to have successfully completed an Associates in Respiratory Care to enter the bachelor's program.

Several options exist for transfer to another Bachelor of Science in Respiratory Care (BSRC) program or to a four-year institution. For example, Modesto Junior College and Boise State University both allow for transfer if the student remained in good standing with the program where the coursework was completed, and that the student completed at least one term in the accredited BSRC program. In addition, Kansas State University, Loma Linda University, and Skyline College all accept transfers into their BSRC program from other BSRC programs. Completed coursework will only be eligible for credit if detailed course descriptions of all respiratory coursework completed at another accredited respiratory care program is provided, and that it aligns with the coursework in the Crafton Hills College BSRC program.

BS in Respiratory Program Viability Study

14. Board of Governors Fee Waiver - Please submit documentation of your district's written policy that requires all potential students who wish to apply for a Board of Governors Fee Waiver pursuant to Section 76300 to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.

Crafton Hills College has AP 5130 that addresses the ability to submit a Free Application for Federal Student Aid (see pages 2-6 or the following link:

<https://sbccd.policystat.com/policy/6760363/latest/>).

In addition, the Crafton Hills College California Promise Grant Fee Waiver (BOG) web site encourages students to apply for the FAFSA if students are not eligible for the BOG Fee Waiver (see excerpt below, pages 7-14, or browse to web site at the

following link: <https://www.craftonhills.edu/current-students/financial-aid/bog-fee-waiver>).

You may be eligible even if you are not eligible for other types of aid.

We highly encourage you to apply for the CA Promise Grant waiver by completing a [Free Application for Federal Student Aid \(FAFSA\)](#). AB 540 students may apply by submitting the [California Dream Act Application](#) instead of FAFSA, or by completing the CA Promise Grant fee waiver application.

BS in Respiratory Program Viability Study

E15. CSU and UC Consultation

15. California State University and the University of California Consultation – Please submit documentation of consultation with the California State University and the University of California regarding collaborative approaches to meeting regional workforce needs. *This question is required.

Currently, both the CSU and UC do not offer a degree in Respiratory Care. Specifically, when using the [Search Degrees at the CSU](#) website, no respiratory degrees are available. In addition, the same was found when searching for all [Campus Majors](#) for UCs. **The CSUs and UCs do not offer any degrees in Respiratory Care.**

A letter of support from Kim A. Wilcox, the President of Crafton's closest UC school, UC Riverside is on page 2. In addition, on pages 3-4 is the letter from the President of California State University, San Bernardino (CSUSB), Dr. Tomás D. Morales. CSUSB is the closest CSU to Crafton. Both Presidents strongly advocate for Crafton Hills College to develop and implement a Bachelor of Respiratory Care Therapy program based on the additional demands placed on Respiratory Care Therapists and the increased annual need for therapists.

BS in Respiratory Program Viability Study



Office of the Chancellor

4108 Hinderaker Hall
900 University Avenue
Riverside, CA 92521

January 11, 2022

Dr. Kevin Horan
President
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

Re: Support for Baccalaureate Degree in Respiratory Care at Crafton Hills College

Dear President Horan:

With the passage of Assembly Bill 927, California Community Colleges are now offered the opportunity to apply to offer fully recognized baccalaureate degree programs. The law states that a baccalaureate degree program being developed shall not be offered by University of California (UC) and that the community college developing the baccalaureate degree program consult with the UC.

The field of respiratory care has experienced significant growth over the last few decades, as well as an increased demand in the last two years because of the COVID pandemic. Fast paced advances in technologies and increased skill demands in clinical practice have created demands upon Respiratory Care Practitioners (RCP) that have never been seen before. As a result, RCPs of today and the future will need to acquire additional knowledge, skills, and the ability to critically think far beyond the confines of an associate degree program.

The annual job openings for respiratory care therapists are estimated to be over 200 annually in the Inland Empire in the next five years. Currently, the Inland Empire is not meeting the demand. In addition, Licensing organizations for respiratory therapy have all taken a stance on respiratory therapists' entry-level educational requirements. The American Association for Respiratory Care (AARC) states, "Training and education for entry-to-practice as a respiratory therapist should be provided within programs awarding a bachelor's or master's degree in respiratory care (or equivalent degree titles), and all newly accredited respiratory care educational programs must award, as a minimum, the bachelor's degree in respiratory care (or equivalent degree title)" (AARC, 2015). Further, "The California Society for Respiratory Care endorses and supports bachelor's degree programs in respiratory care (or equivalent) for education and training as a minimum requirement for licensure beginning in 2030" (CSRC, 2021).

Accordingly, the University of California, Riverside supports Crafton Hills College in its efforts to develop and implement a Bachelor of Science Program in Respiratory Care.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim A. Wilcox".

Kim A. Wilcox
Chancellor
University of California, Riverside

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BS in Respiratory Program Viability Study



CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Office of the President

January 13, 2022

Dr. Kevin Horan
President
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

Re: Support for Baccalaureate Degree in Respiratory Care at Crafton Hills College

Dear President Horan:

With the passage of Assembly Bill 927, California Community Colleges are now offered the opportunity to apply to offer fully recognized baccalaureate degree programs. The law states that a baccalaureate degree program being developed shall not be offered by California State University (CSU) and that the community college developing the baccalaureate degree program consult with the CSU.

The field of respiratory care has experienced significant growth over the last few decades, as well as an increased demand in the last two years because of the COVID pandemic. Fast paced advances in technologies and increased skill demands in clinical practice have created demands upon Respiratory Care Practitioners (RCP) that have never been seen before. As a result, RCPs of today and the future will need to acquire additional knowledge, skills, and the ability to critically think far beyond the confines of an associate degree program.

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BS in Respiratory Program Viability Study

Dr. Kevin Horan
January 13, 2022
Page 2

(AARC, 2015). Further, "The California Society for Respiratory Care endorses and supports bachelor's degree programs in respiratory care (or equivalent) for education and training as a minimum requirement for licensure beginning in 2030" (CSRC, 2021).

Accordingly, the California State University, San Bernardino supports Crafton Hills College in its efforts to develop and implement a Bachelor of Science Program in Respiratory Care.

Sincerely,

A handwritten signature in black ink, appearing to read 'TDM', with a horizontal line extending to the left.

Tomás D. Morales
President

cc: Dr. Diana Rodriguez, Chancellor, San Bernardino Community College District

BS in Respiratory Program Viability Study

E16. CSU and UC Non-Duplication

16. California State University and the University of California Non-Duplication - Please submit documentation that the proposed baccalaureate degree program or program curricula is not already offered by the California State University or the University of California. *This question is required.

Currently, both the CSU and UC do not offer a degree in Respiratory Care. Specifically, when using the [Search Degrees at the CSU](#) website, no respiratory degrees are available. In addition, the same was found when searching for all [Campus Majors](#) for UCs. **The CSUs and UCs do not offer any degrees in Respiratory Care.**