AARC Human Resources Survey of Education Programs

Robert C. Shaw, Jr., PhD

Jennifer L. Benavente, BA/BEd

December 2020

TABLE of CONTENTS

List of Tables

List of Figures

SUMMARIES

This section of the report is intended to summarize the highlights observed in results from this study along with short-term trends since the last study.

Limitations of study results

There were 407 education programs accredited by the CoARC at the time this study was done. New programs that were operating, but not yet accredited, were not directly solicited to participate. It is possible that directors of these programs could have become aware of the study and responded to the survey.

We received a set of survey responses from 212 programs. This was about half of the population of accredited programs. Programs that were not in the sample could have been different in systematic ways. The hypothesis that there was a nonresponse bias in these results remained. Hence, we urge caution in generalizing study results to programs that did not respond to the survey.

Geographic characteristics

We tended to receive more responses from programs in states and regions in which a large percentage of the United States population lived. These same states tended to have more education programs than the other states. Programs from California, Texas, Ohio, and Florida provided the largest numbers of survey responses. Programs from the South region provided 41% of these responses; 35% of the sample came from this region six years ago.

Types of institutions

About 55% of programs in this sample were located in publicly owned, two-year community or vocational colleges; 62% of the sample came from this type of program six years ago.

Degrees associated with programs

79% of programs make an Associate's degree available to a graduate, which is down from 88% six years ago. Although only 30% programs were in 4-year institutions, 60% reported that they could make a Baccalaureate degree available to the students who wanted to earn one. Nine percent of programs reported that students could earn an entry to practice Baccalaureate degree and 40% could earn a degree advancement Baccalaureate degree through another institution while accessing the curriculum online. Together that is 49% of programs from which students can earn a Baccalaureate degree which is increased from 43% six years ago.

FTEs within programs

Information in this section reinforced the fact that programs continue to be led by one program director, one director of clinical education, and in many cases some additional faculty. Many of the additional faculty worked part time.

Academic rank

Program directors and directors of clinical education were the most likely to have one of the traditional academic ranks - assistant professor, associate professor, or professor. However, the most frequently occurring academic rank among program directors, directors of clinical education, and other faculty was the one labeled *instructor*. The same preponderance of the instructor rank was observed six years ago.

Highest level of education

Graduate degrees were prominent among program directors. Masters and Baccalaureate degrees were prominent among directors of clinical education. Baccalaureate and Associates degrees were prominent among other faculty members who were affiliated with education programs.

Educational responsibility

41% of program directors had responsibility for both clinical and didactic educational activities, which is down from 60% six years ago. 71% of directors of clinical education were involved in clinical and didactic education, which is down from 83% six years ago. Program directors (PD) and directors of clinical education (DCE) tended to be pursuing a higher degree at respectively higher rates (19% PD and 22% DCE) than other faculty members. The same tendency was observed six years ago.

Annual earnings

Individuals who had received tenure tended to receive a higher salary than those who had not. Another impact was linked to the title of the job (PDs earned more than DCEs who earned more than other faculty). The highest academic degree achieved by a person exerted a large influence on compensation as well. Institutional characteristics (2-year vs. 4-year, public vs. private) and geography tended to have small impacts.

Tenure

Just less than a third of programs gave an affirmative answer about tenure availability although this was higher than the 29% observed six years ago. Tenured positions still occur less often for faculty from programs in 2-year institutions than 4-year colleges/universities.

Years of remaining service

A typical program director intended to remain involved in student education for another 10 to 11 years, which is the same as six years ago. The typical director of clinical education was expected to remain 4 to 5 years after the program director had departed. More than 60% of the current program director cohort should be expected to turn over in a decade, which is increased from 50% six years ago.

Recruitment of faculty

Just more than one-third of program directors reported that they had difficulties when recently recruiting faculty; the same proportion had the same challenge six years ago. The main impediment cited most often was the salary that could be offered, which is different than six years ago when academic preparation of the applicants was the main impediment. Academic preparation was still cited by more than half of programs so this remains a challenge.

Program graduation and capacity

Program directors' responses did not indicate a significant change in the numbers of graduates across the years of 2018, 2019, and 2020. The typical program in the sample accepted 5 students fewer than its capacity, which was 1 more than six years ago and then observed attrition of another 5 students, which was the same as six years ago. The typical program had graduated 57% of its student capacity, which was decreased from 64% in 2014.

Prominent barriers to accepting more students into the typical program were insufficient space for clinical education and insufficient financial resources to expand program capacity, which were also cited in 2014. Networking with prospective sites to find more clinical space should not cost a program much more, so this should be a high priority for a program that was motivated to increase its number of graduates. The AARC could act on this as a service opportunity wherein education programs and clinical sites could be matched in a virtual networking space.

Clinical education venues
Every program made use of acute care hospitals as a venue for clinical education while most also used diagnostic labs, long-term care facilities, rehab, sleep centers, and home care/DME providers, which is the same as six years ago.

Types of students
The typical entry-to-practice program characterized more than half of their students as non-traditional, which is the same as it was six years go. The persistence of this trend is worth emphasizing assuming there is interest in serving the needs of the entry-to-practice population as it is.

Efforts to recruit students
The typical program contributed to health fairs and visited high schools to recruit students for the program, which is the same as six years ago.

Distance learning
Programs reported that didactic instruction over distance learning platforms occurred for about 8% of instruction 5 years ago. These programs reported the present percentage of distance instruction was about 45%. Programs expected this transition to hold 5 years in the future with about 35% of instruction occurring at a distance. We document here that 2020 was the year when the COVID pandemic forced this change on programs regardless of whether they had planned for it.

Affiliation with international programs
About one-third of programs expressed an interest in affiliating with an international respiratory therapist education program, which was the same as six years ago.

Faculty continuing clinical skills
The survey question was different six years ago because it described faculty being required to work a second job as the way to maintain skills; only 5% of programs held this expectation. In 2020, the phrase about being *required to work a second job* was replaced with a phrase about *participating in patient care outside of instructional time*. Fifty percent (50%) of respondents gave an affirmative response.

INTRODUCTION

American Association for Respiratory Care (AARC) surveys before the year 2000 survey focused exclusively on acute care hospitals. This human resource study of respiratory therapy education programs is the fifth one sponsored by the AARC for the respiratory care profession. The primary objectives of the education program study were to collect information about the size of the programs, faculty and student characteristics, compensation information, and programmatic content, trends, and challenges.

Opportunities to respond to the survey were sent unsolicited to potential respondents. Potential respondents chose whether to respond. Therefore, the sample was composed of volunteers.

The Results section roughly parallels the sequence of items as they were presented in the survey. Where applicable, the specific survey item that pertained to the analysis is listed. Contents of the survey are presented in Appendix A.

METHODS

A survey of this population was completed in 2013, so the instrument from that study was the starting point for development of an instrument for this study. AARC executive office staff and board members revised and added items to the 2020 survey. Text of the survey document is shown in Appendix A. Respondents submitted their responses to survey questions through the Internet from a secure server.

Survey sampling began with a listing of 407 accredited education programs provided by the Commission on Accreditation for Respiratory Care (CoARC). Images of email messaging plus the social media advertising are shown in Appendix B. Members of the Education Section of AARC members were informed of the study and encouraged to respond in an email blast from the AARC. The direct solicitation and the membership blast messages included a link that directed each recipient to the survey where he or she submitted responses. The survey was available between September 1 and October 11, 2020.

The IBM SPSS Statistics Subscription version 1.0.0.1406 software package was used to analyze survey responses for this study. Responses are summarized in the Results section of this report.

RESULTS

The number of responses and the number of accredited programs in each region are shown in Table 56 in Appendix C. Of the 407 email invitations sent, 212 programs returned usable surveys in time for analysis. One email was returned as Undeliverable, so the corrected response rate was 52.2% (212/406).

Demographics

1. What is the zip code for this program?

Responses were recoded to answer the question, “What is the respondent count for each state?” Responses were received from 45 states. Alaska did not have a CoARC accredited program as of December 2020 and three respondents did not provide a zip code so a state could not be determined. In addition to Alaska, respondents did not claim Delaware, South Dakota, West Virginia, Wyoming and the District of Columbia as the program location.

Figure 1 shows that the largest numbers of responses were from program directors located in Texas, Florida, California, and Ohio. Counts by state can be found in Appendix C, Table 56. Some counts exceeded the number of schools in a state. We surmised that some Program Directors considered satellites as separate from the main campus so they provided a response for each campus and satellite. This was confirmed after comparing records between what at first looked like duplicate response sets.

States were grouped into regions so we could answer the question, “What is the percent of respondents from each region?” Table 57 and Table 58 in Appendix C were produced in addition to Figures 2 and 3 so we could compare percentages between the population and study sample.

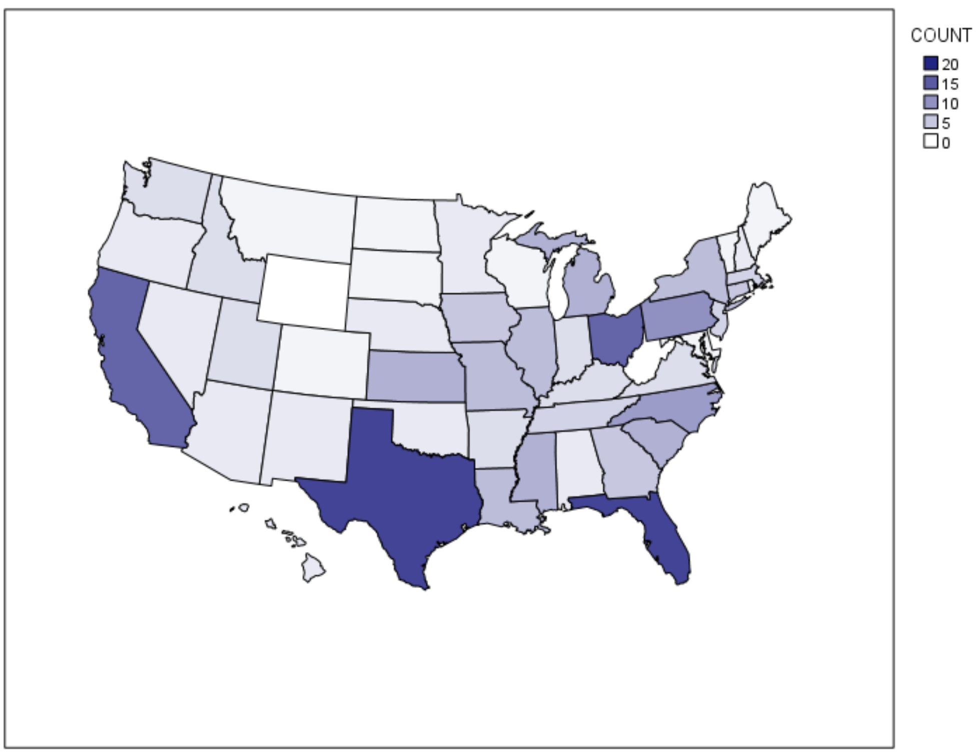


Figure 1. Distribution by state

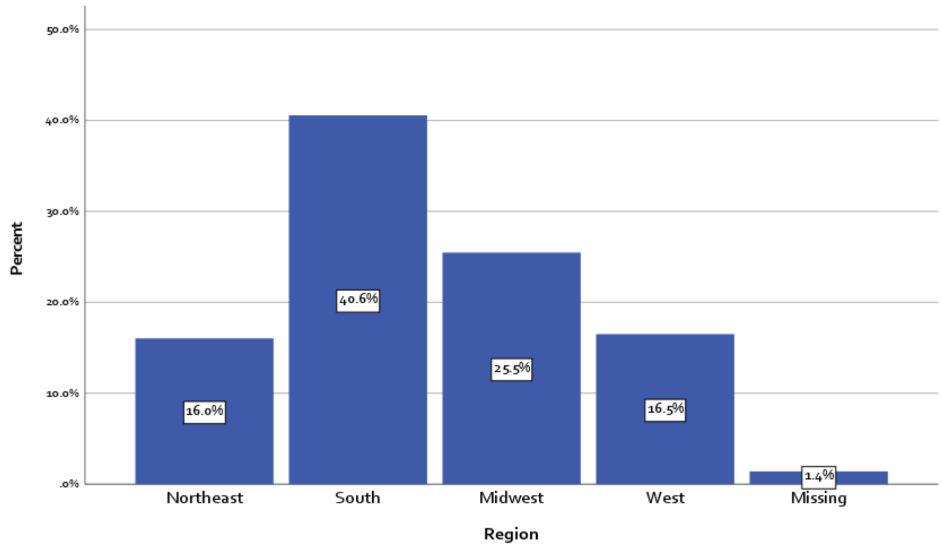


Figure 2. Distribution by region

Northeast – MA, RI, NH, ME, VT, CT, NJ, NY, PA
South – DC, DE, MD, VA, MV, NC, SC, GA, FL, AL, TN, MS, KY, LA, AR, OK, TX
Midwest – OH, IN, MI, WI, IL, IA, MN, SD, ND, MO, KS, NE
West – MT, CO, WY, ID, UT, AZ, NM, NV, CA, HI, OR, WA, AK

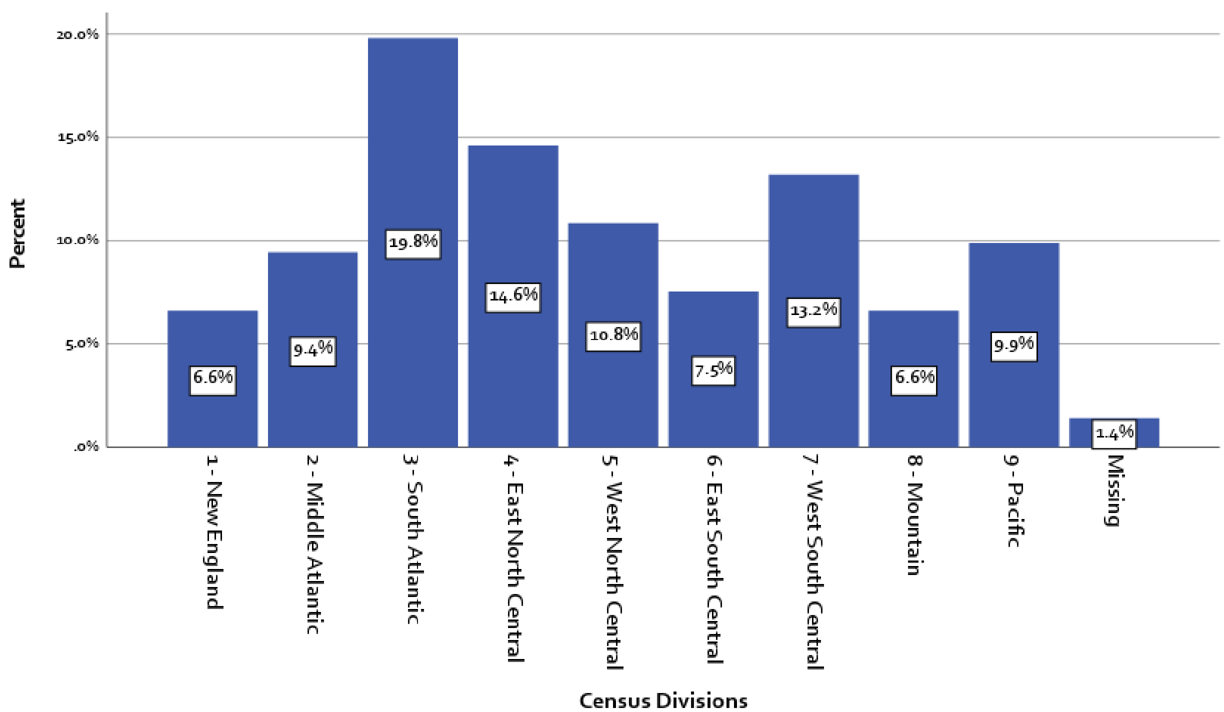


Figure 3. Distribution by census region

Divisions were designated by the US Census:

New England – MA, RI, NH, ME, VT, CT
Middle Atlantic – NJ, NY, PA
South Atlantic – DE, DC, MD, VA, WV, NC, SC, GA, FL
East South Central – KY, TN, MS, LA
West South Central – LA, AR, OK, TX

East North Central – OH, IN, MI, WI, IL
West North Central – IA, MN, SD, ND, MO, KS, NE
Mountain – MT, CO, WY, ID, UT, AZ, NM, NV
Pacific – CA, HI, WA, AK

2. What best describes the type of institution in which the program is sponsored?

Frequencies can be found in Appendix C, Table 59.

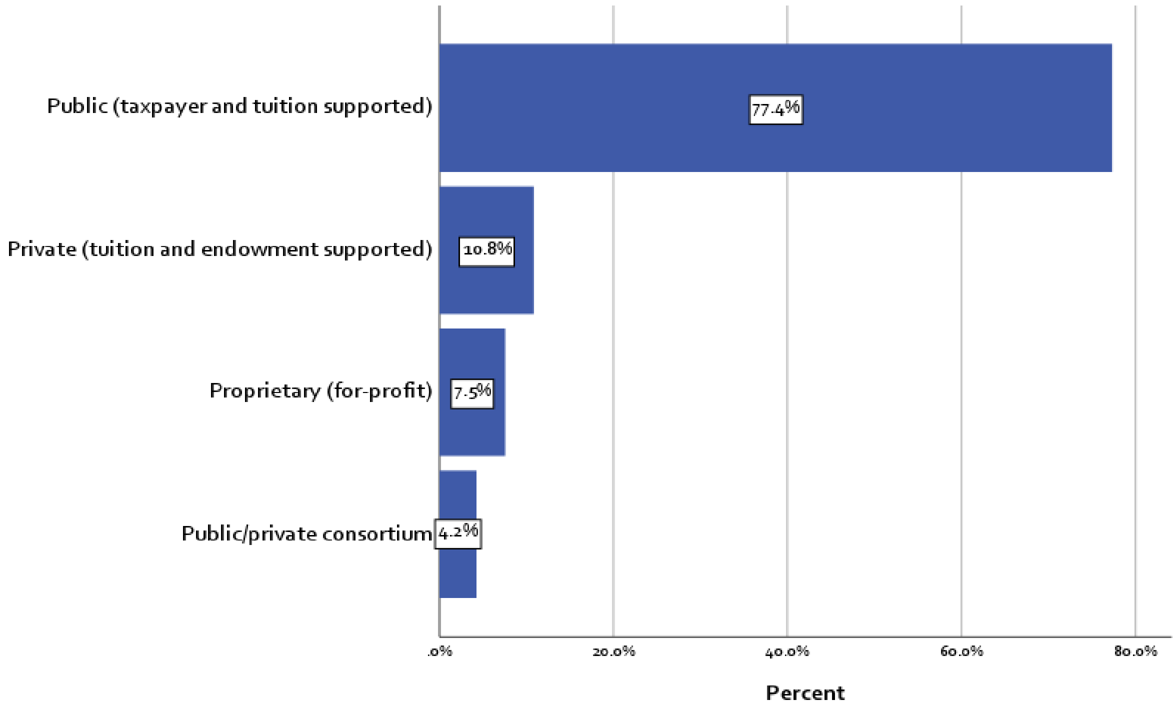


Figure 4. Funding source

3. Within what type of institution is your program based?

Frequencies can be found in Appendix C, Table 60.

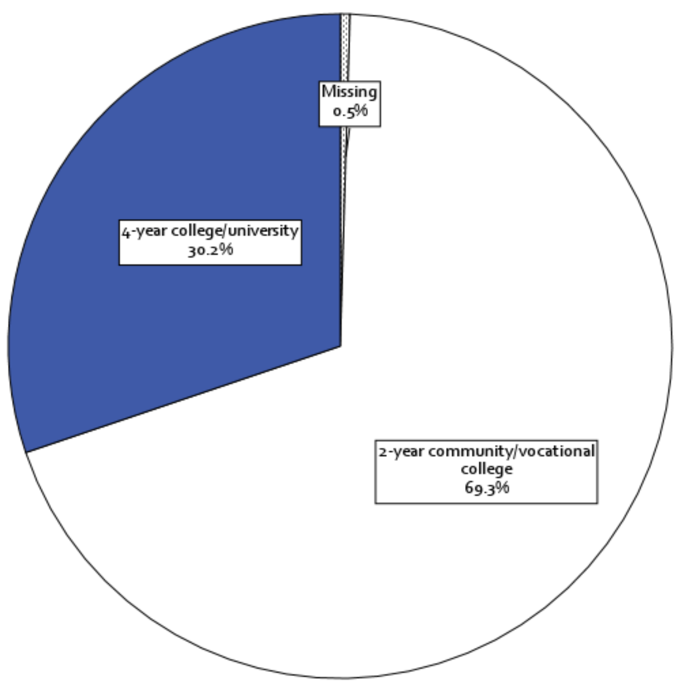


Figure 5. Institution type

Table 1. Crosstabulation of factors describing institution type

		Within what type of institution is your program(s) based? 2-year community/ vocational college	4-year college/ university	Total
Institution type	Public (taxpayer and tuition supported)	117	46	163
	Private (tuition and endowment supported)	6	17	23
	Public/private consortium	9	0	9
	Proprietary (for-profit)	15	1	16
Total		147	64	211

Crosstabulation results displayed in Table 1 indicated that a typical education program was located within a public institution from which 2-year degrees were conferred to graduates.

4. Can graduates from your program earn an Associate's degree?

Graduates from 79% of respondents' programs had the option to receive an Associate's degree. The percentage of programs located in 2-year institutions was 69% in Figure 5, so some programs located in 4-year institutions were awarding Associate's degrees to graduates. Frequencies can be found in Appendix C, Table 61.

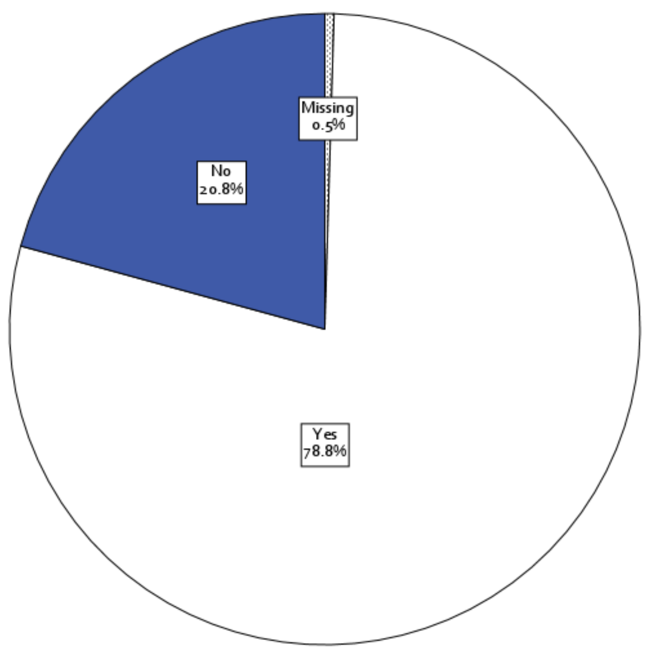


Figure 6. Availability of associate's degree

5. **Can graduates earn a Baccalaureate degree directly from your program OR through an agreement with another institution?**

Only 30% of the programs were located in 4-year institutions according to Figure 5, so responses summarized in Figure 7 and Table 62 in Appendix C indicated that about twice that number of programs had found pathways for their graduates to achieve Baccalaureate degrees.

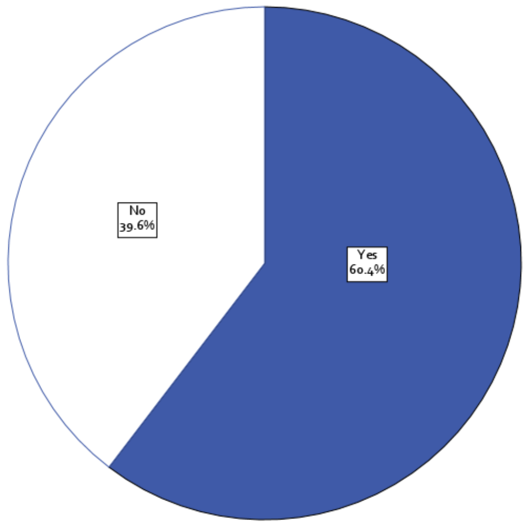


Figure 7. Availability of baccalaureate degree

6. **What type of Baccalaureate degree does your program offer?**

The first point to note about Table 2 is that the cases that were described were the subset of programs through which a graduate could achieve a Baccalaureate degree. The online route was the most frequently occurring type of program through which a graduate could earn a Baccalaureate degree based on an agreement with another institution. Among programs that directly conferred Baccalaureate degrees, most were located on campus and were entry to practice programs.

Table 2. Type of baccalaureate degree

	Entry to Practice			Degree Advancement		
	Responses		Percent of Cases*	Responses		Percent of Cases
	N	Percent		N	Percent	
Direct - Online	7	3.7%	5.6%	40	21.3%	31.7%
Direct - On campus	49	26.1%	38.9%	7	3.7%	5.6%
Through Agreement - Online	11	5.9%	8.7%	50	26.6%	39.7%
Through Agreement - On campus	8	4.3%	6.3%	16	8.5%	12.7%
Total**	75	39.9%	59.5%	113	60.1%	89.7%

* The percentage was based on the number of people who responded to this question.
** Respondents were allowed to select multiple responses.

7. Does your program offer a Master's degree in Respiratory Therapy?

According to Figure 8 and Table 63 in Appendix C, about 8% of respondents had indicated that respiratory therapy program graduates could earn Master's degrees. According to CoARC, less than 2% of accredited programs confer Master's degrees to graduates of their respiratory therapy programs so programs of this type were over-represented in the sample.

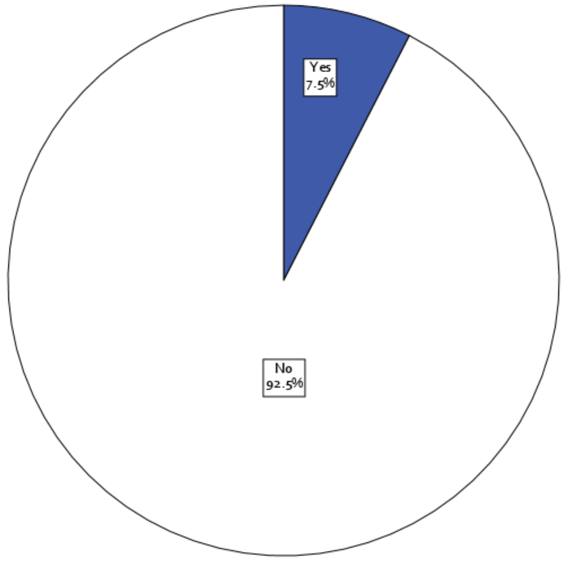


Figure 8. Availability of Master's degree

8. What type of Master's degree does your program offer?

Although the number of Master's degree programs is small, three-fourths offer the degree directly to students in an online format.

Table 3. Type of Master's degree

	Entry to Practice			Degree Advancement		
	Responses		Percent of Cases*	Responses		Percent of Cases
	N	Percent		N	Percent	
Direct - Online	0	0	0	12	60	75
Direct - On campus	4	20	25	4	20	25
Through Agreement - Online	0	0	0	0	0	0
Through Agreement - On campus	0	0	0	0	0	0
Total**	4	20	25	16	80	100

* The percentage was based on the number of people who responded to this question.
** Respondents were allowed to select multiple responses.

9. **Does your institution have plans to seek an articulation agreement with another institution through which students may earn a Baccalaureate degree?**

Nearly two thirds of respondents either already had an articulation agreement or planned to seek one out. The other 35.8% of programs had no such plan. Frequencies can be found in Appendix C, Table 64.

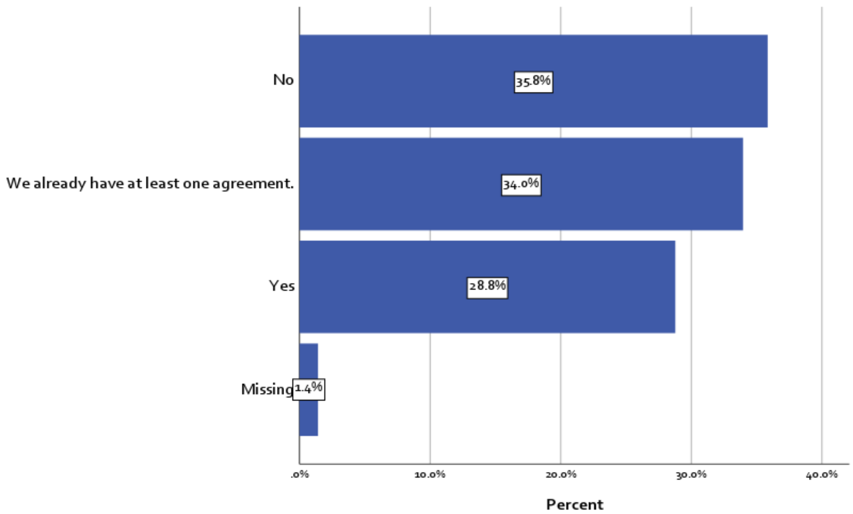


Figure 9. Plans to seek articulation agreement

10. **Has the COVID pandemic encouraged your program to offer a new remote degree advancement option?**

A small percentage of respondents will consider offering a new remote option for degree advancement. Frequencies can be found in Appendix C, Table 65.

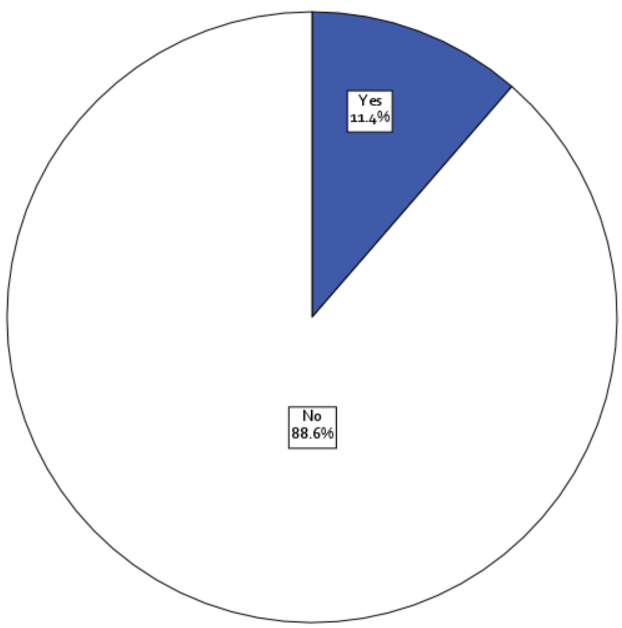


Figure 10. Considering remote degree advancement option

11. What type of remote degree advancement program is being considered?

Those who indicated in the previous question that their institutions were considering remote degree advancement programs were asked to specify the type of programs they were planning to add. Most would add a Bachelor's degree program. No respondents indicated they were considering adding a Doctoral degree program.

Table 4. Type of remote degree advancement program being considered

		Responses		Percent of Cases
		N	Percent	
	Bachelor's degree	20	76.9%	90.9%
	Master's degree	6	23.1%	27.3%
Total		26	100.0%	118.2%

FTEs

12. How many FTEs were assigned to the following positions within the program during the 2015 academic year?

13. How many FTEs were assigned to the following positions within the program during the 2019 academic year?

14. How many FTEs will be assigned to the following positions within the program during the 2022 academic year?

Program Directors

Table 5 showed a pair of significantly different means for program director FTEs among these three points in time – 2015, 2019, and 2022. Comparisons were made in Table 6, which indicated that the mean value for 2022 was significantly higher than the 2015 value. The influence of time on these FTEs was very small according to the eta squared effect size value (.008) and differences between other potential pairs of values were insignificant.

Table 5. Program Director FTEs during the 2015, 2019, and 2022 academic years

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
Program Director FTEs 2015	201	11	.96	.02	1.00	.23	.00	2.00
Program Director FTEs 2019	203	9	.99	.01	1.00	.19	.00	3.00
Program Director FTEs 2022	202	10	1.00	.01	1.00	.16	.20	3.00

F=2.392, df=2,605, p=.092, eta squared=.008

Table 6. Mean differences between Program Director FTEs during the 2015, 2019, and 2022 academic years

(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2015	2019	-.0339	.0196	.084	-.072	.005
	2022	-.0398*	.0196	.043	-.078	-.001
2019	2015	.0339	.0196	.084	-.005	.072
	2022	-.0059	.0196	.763	-.044	.033
2022	2015	.0398*	.0196	.043	.001	.078
	2019	.0059	.0196	.763	-.033	.044

*. The mean difference is significant at the 0.05 level.

Directors of Clinical Education

As had been observed for program directors, there was a significant increase in FTEs for directors of clinical education between 2015 and 2022 although the effect size was very small.

Table 7. Director of Clinical Education FTEs during the 2015, 2019, and 2022 academic years

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
Director of Clinical Education FTEs - 2015	199	13	.95	.01	1.00	.20	.00	1.00
Director of Clinical Education FTEs - 2019	201	11	.98	.01	1.00	.12	.00	1.00
Director of Clinical Education FTEs - 2022	201	11	.99	.01	1.00	.09	.20	1.00

F=3.089, df=2,600, p=.046, eta squared=.010

Table 8. Mean differences between Director of Clinical Education FTEs during the 2015, 2019, and 2022 academic years

(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2015	2019	-.0264	.0146	.072	-.055	.002
	2022	-.0348*	.0146	.017	-.063	-.006
2019	2015	.0264	.0146	.072	-.002	.055
	2022	-.0085	.0146	.562	-.037	.020
2022	2015	.0348*	.0146	.017	.006	.063
	2019	.0085	.0146	.562	-.020	.037

*. The mean difference is significant at the 0.05 level.

Instructors

Although the mean value for FTEs in the instructor category had moved from 1.9 in 2015 to 2.1 in 2022, statistical significance testing showed that a systematic difference could not be assumed for the population.

Table 9. Instructor FTEs during the 2015, 2019, and 2022 academic years

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
Instructor FTEs - 2015	184	28	1.86	.14	1.00	1.91	.00	9.90
Instructor FTEs - 2019	183	29	1.92	.15	1.20	2.06	.00	9.90
Instructor FTEs - 2022	184	28	2.06	.16	1.60	2.13	.00	9.90

F=0.484, df=2,550, p=.617, eta squared=.002

Table 10. Mean differences in instructor FTEs during the 2015, 2019, and 2022 academic years

(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2015	2019	-.0574	.2127	.787	-.475	.360
	2022	-.2027	.2124	.340	-.620	.215
2019	2015	.0574	.2127	.787	-.360	.475
	2022	-.1453	.2127	.495	-.563	.273
2022	2015	.2027	.2124	.340	-.215	.620
	2019	.1453	.2127	.495	-.273	.563

Months of Service

15. Please indicate the months of service per year for each position.

Program Directors

Table 11. Months of service for Program Directors

N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
Valid	Missing						
172	40	11.42	.08	12.00	1.00	9.00	12.00

* Six responses indicating the program director served for 8 or fewer months per year were excluded from analysis.

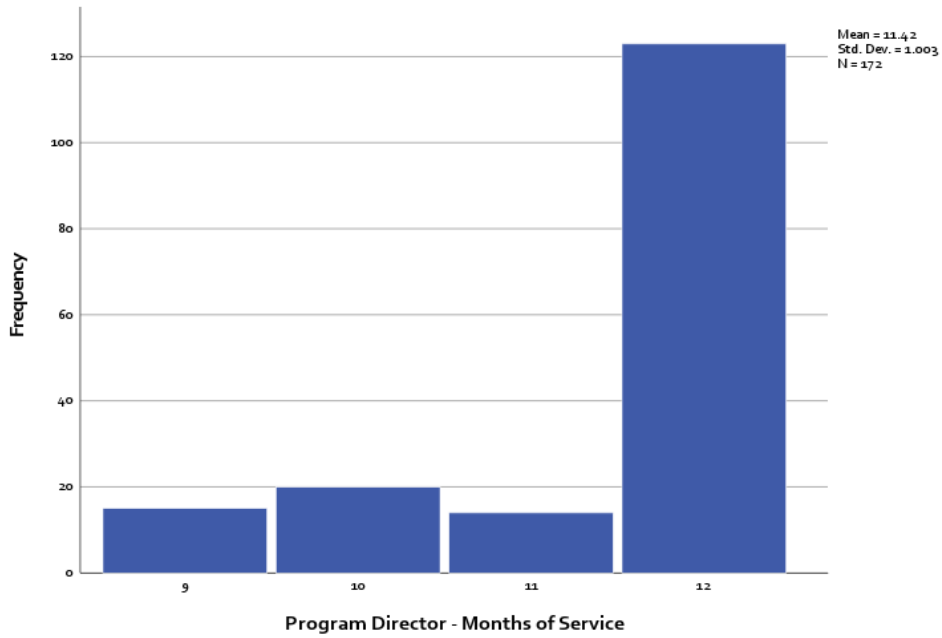


Figure 11. Program Director – Months of Service

Directors of Clinical Education

Table 12. Months of Service for Directors of Clinical Education

N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
Valid	Missing *						
169	43	11.33	.08	12.00	1.08	9.00	12.00

* Six responses indicating the program director served for 6 or fewer months per year were excluded from analysis.

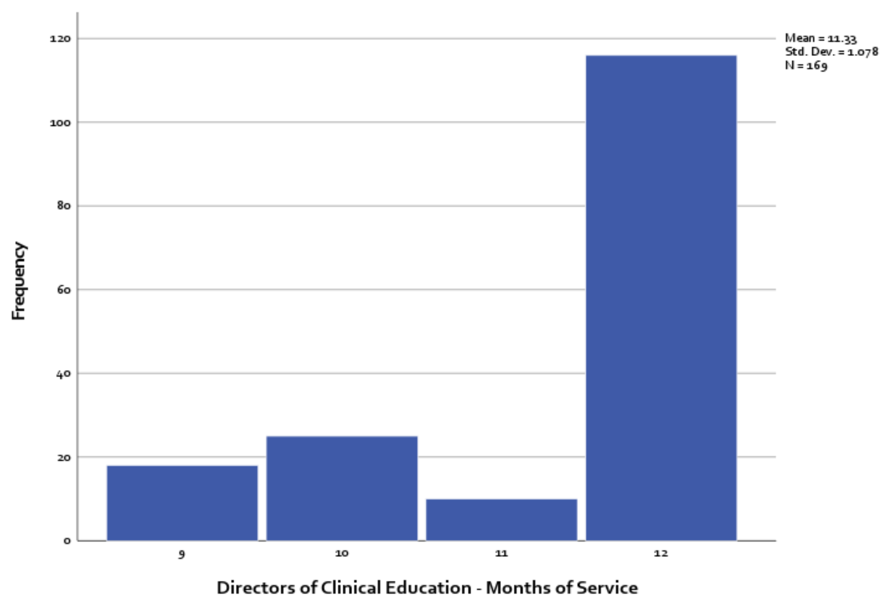


Figure 12. Directors of Clinical Education - Months of Service

Instructors

As had been observed for the program director and the director of clinical education, instructors typically provided 9, 10, 11, or 12 months of service. Median values of 10 and 11 indicated that about half of instructors had a month or two off from their faculty responsibilities each year.

Table 13. Months of service for faculty members

Faculty Member	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
#1	127	85	9.92	.24	10.00	2.71	1	12
#2	85	127	9.53	.32	10.00	2.92	1	12
#3	65	147	9.43	.38	10.00	3.07	1	12
#4	45	167	9.47	.48	11.00	3.20	1	12
#5	29	183	8.93	.55	9.00	2.98	3	12
#6	24	188	9.50	.57	10.00	2.78	4	12
#7	17	195	9.41	.76	10.00	3.14	3	12
#8	13	199	10.38	.71	12.00	2.57	3	12
#9	8	204	10.00	.98	11.00	2.78	4	12
#10	7	205	9.71	1.08	10.00	2.87	4	12

Summary for Months of Service

Attending particularly to the median values for Program Directors, Directors of Clinical Education, and Faculty Members 1 through 10, a pattern emerged. Program Directors and Directors of Clinical Education tended to work for 12 months each year. Other faculty members tended to work for something less than 12 months each year.

Hours Contracted Per Week

16. Please indicate the hours contracted per week for each position.

Working less than 40 hours in a week was typical for faculty members 2 through 10. Working 40 hours per week was typical for program directors, directors of clinical education, and at least one faculty member.

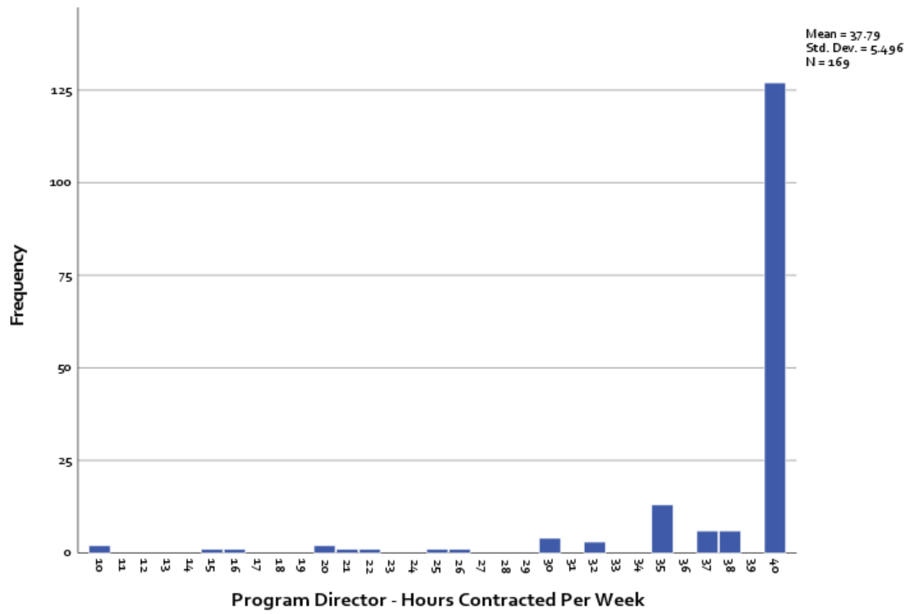


Figure 13. Program Director – Hours Contracted Per Week

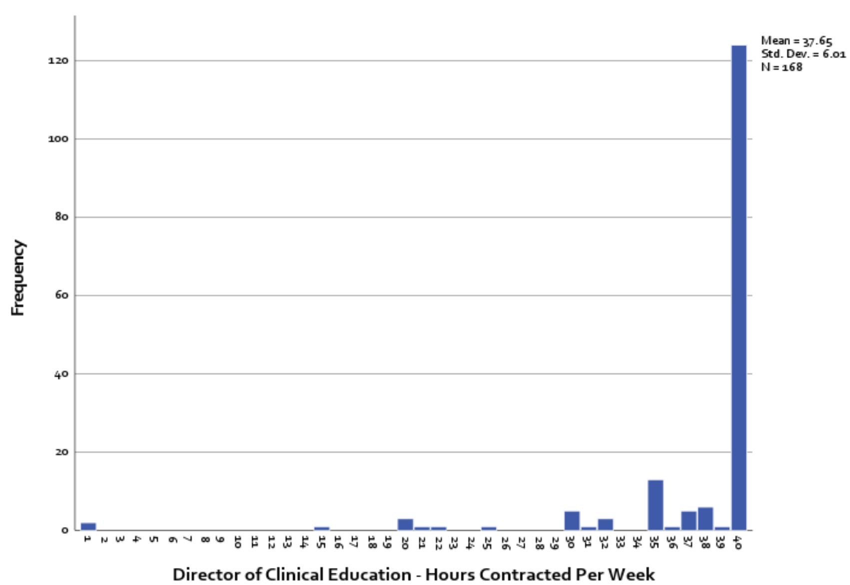


Figure 14. Director of Clinical Education – Hours Contracted Per Week

Table 14. Hours worked per week for Program Directors, Directors of Clinical Education, and faculty members 1-10

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
Program Director	169	43	37.79	.42	40.00	5.50	10	40
Dir. of Clinical Ed	168	44	37.65	.46	40.00	6.01	1	40
Faculty Member #1	126	86	29.62	1.14	40.00	12.85	3	40
Faculty Member #2	86	126	24.81	1.53	20.00	14.19	1	40
Faculty Member #3	66	146	20.14	1.72	16.00	13.99	3	40
Faculty Member #4	47	165	16.94	1.91	12.00	13.12	3	40
Faculty Member #5	31	181	15.48	2.34	10.00	13.05	2	40
Faculty Member #6	24	188	14.21	2.52	9.00	12.32	2	40
Faculty Member #7	17	195	15.41	3.22	8.00	13.26	2	40
Faculty Member #8	13	199	13.77	3.44	8.00	12.40	4	40
Faculty Member #9	8	204	17.38	5.51	8.00	15.57	3	40
Faculty Member #10	7	205	14.00	4.56	8.00	12.06	8	40

Academic Rank

17. Please indicate the academic rank for each position.

The majority of persons in the positions of program director and director of clinical education were designated with the faculty titles of *assistant professor*, *associate professor*, and *professor*. The majority of persons in the positions of faculty members 1 through 10 were designated with the title of *instructor*. Frequencies can be found in Appendix C beginning with Table 67.

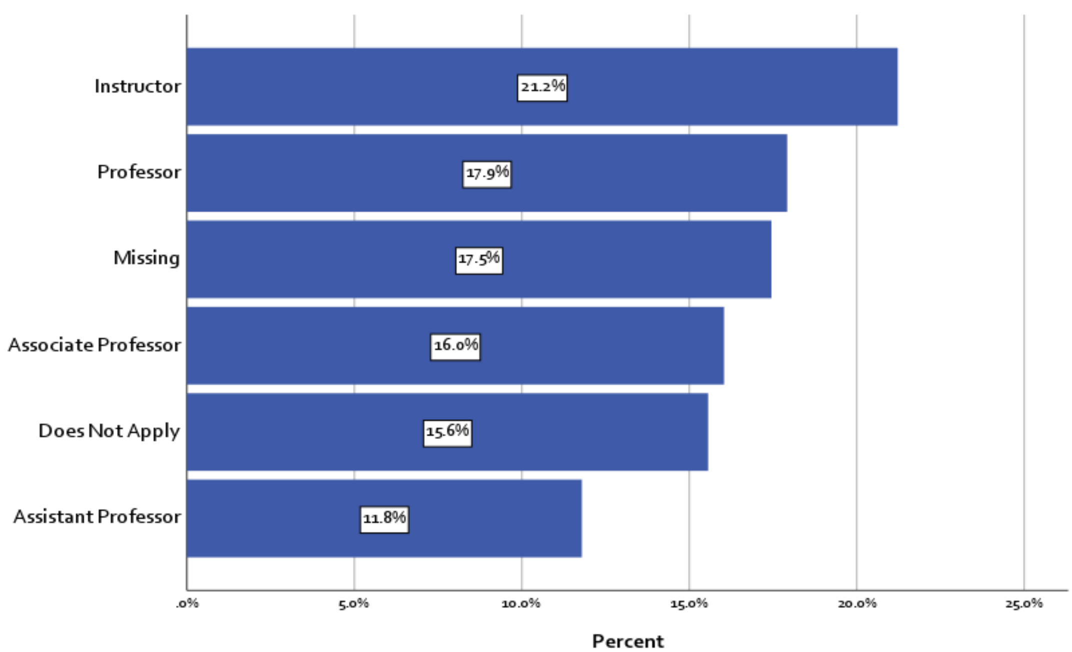


Figure 15. Program Directors – Academic Rank

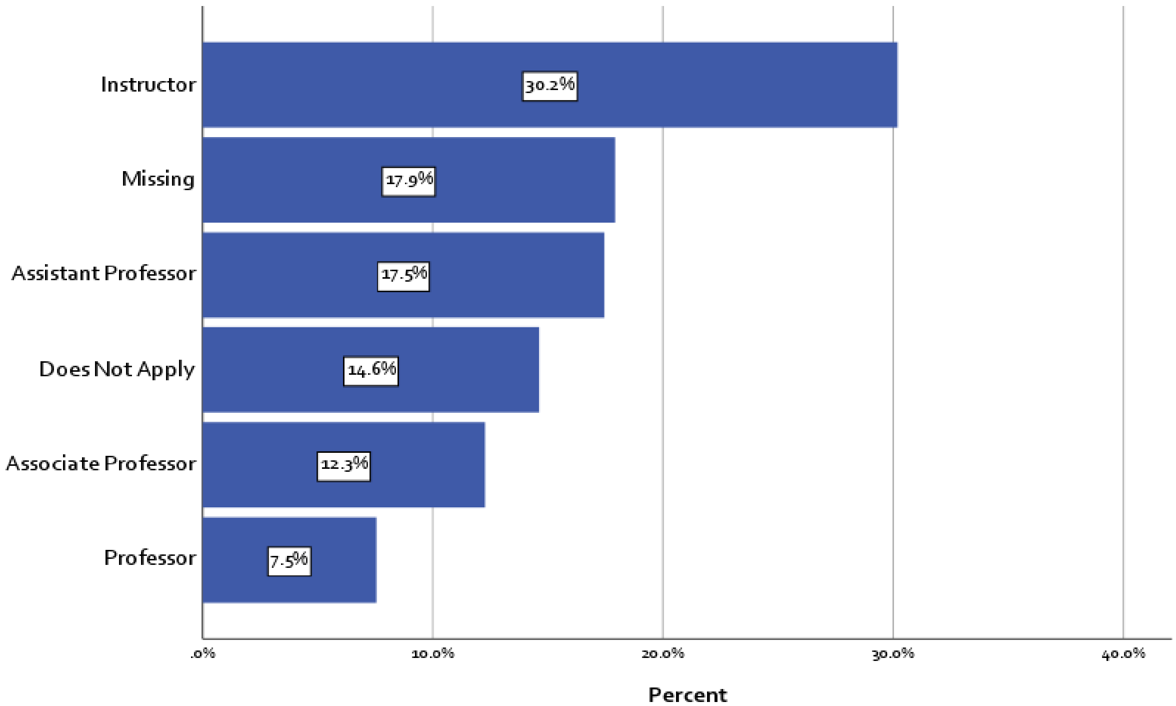


Figure 16. Directors of Clinical Education – Academic Rank

The largest portion (30.9%) of the 776 faculty described in Table 15 held the academic rank of Instructor within public institutions.

Table 15. Academic rank by institution type

			What best describes the type of institution in which the program is sponsored?				
			Public	Private	Public/private consortium	Proprietary (for-profit)	Total
	Instructor	Count	240	34	11	68	353
		% of Total	30.9%	4.4%	1.4%	8.8%	45.5%
	Assistant Professor	Count	82	27	2	0	111
		% of Total	10.6%	3.5%	0.3%	0.0%	14.3%
	Associate Professor	Count	81	5	2	2	90
		% of Total	10.4%	0.6%	0.3%	0.3%	11.6%
	Professor	Count	61	12	7	2	82
		% of Total	7.9%	1.5%	0.9%	0.3%	10.6%
	Does Not Apply	Count	86	19	5	30	140
		% of Total	11.1%	2.4%	0.6%	3.9%	18.0%
Total		Count	550	97	27	102	776
		% of Total	70.9%	12.5%	3.5%	13.1%	100.0%

Highest Level of Education

18. Please indicate the highest degree for each position.

Figure 17 showed that the largest subgroup of Program Directors had earned a Master's degree. The next largest group had earned a Doctorate degree, which is a change from 2014 when the next largest group had earned a Baccalaureate degree. These two subgroups accounted for approximately 75% of program directors. While Baccalaureate and Master's degrees dominated among the Directors of Clinical Education as seen in *Figure 18*.

Associate and Baccalaureate degrees were predominant among faculty members 4 through 10. The tendency was different for persons designated as faculty members #1, 2, and 3 who dominantly held Baccalaureate and Master's degrees. Frequencies for all staff members can be found in Appendix C, beginning with Table 78 in Appendix C.

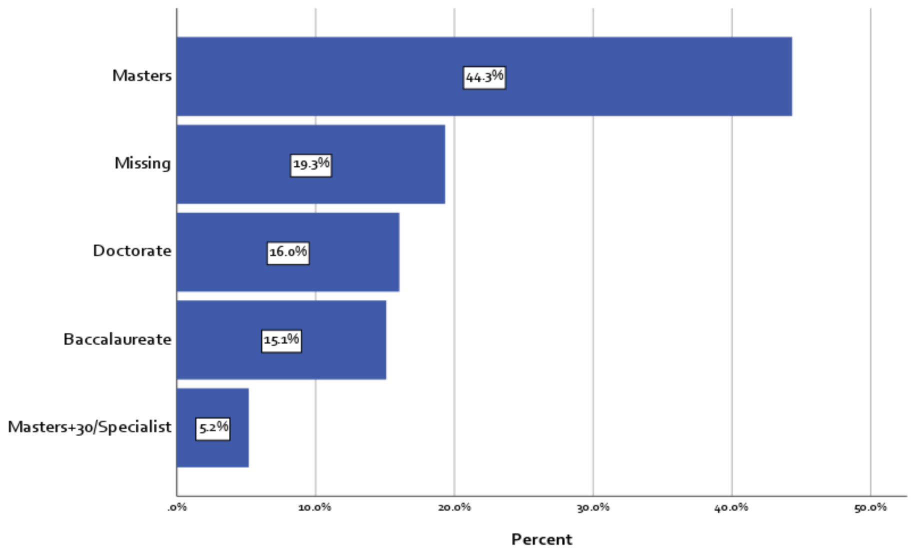


Figure 17. Program Directors - Highest Academic Degree

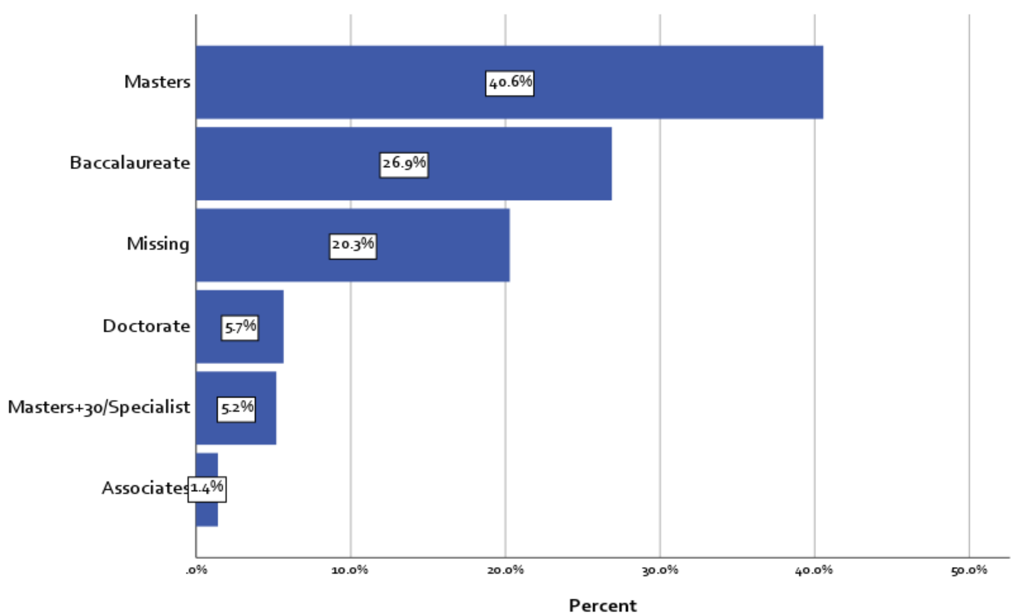


Figure 18. Directors of Clinical Education – Highest Academic Degree

Pursuit of Higher Degree

19. Please indicate whether each staff member is pursuing a higher degree.

Program directors (19%) and directors of clinical education (22%) tended to pursue higher degrees at a higher rate than other faculty members. Frequencies can be found in Appendix C starting with Table 90.

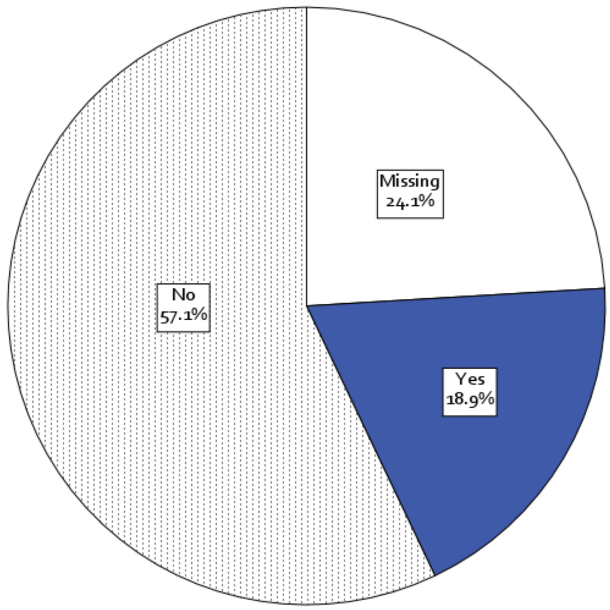


Figure 19. Program Directors– Pursuit of a Higher Degree

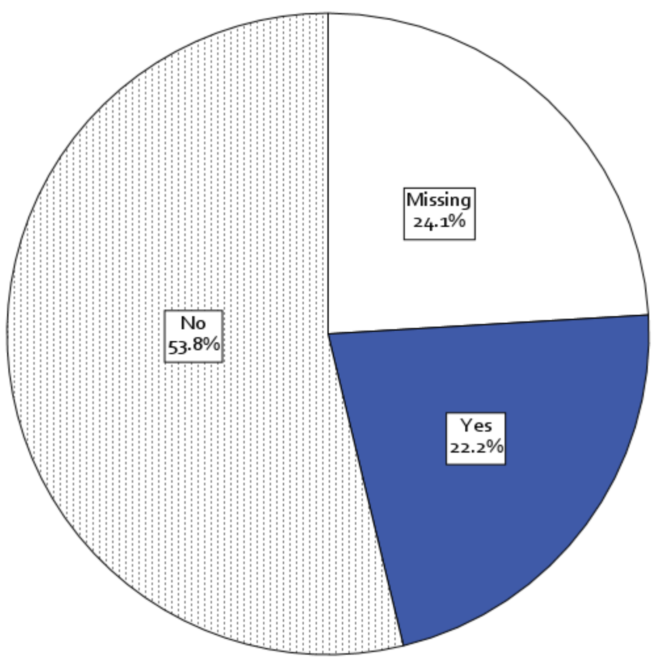


Figure 20. Directors of Clinical Education – Pursuit of a Higher Degree

Educational Responsibility

20. Please indicate the educational responsibility for each staff member.

Among those who responded to this question, a little less than half indicated that the program director was limited to didactic educational activities. The rest of the program directors also facilitated clinical teaching as part of their responsibilities. A majority of directors of clinical education had both clinical and didactic responsibilities. Frequencies for faculty members, found in Appendix C starting with Table 102 indicated that certain faculty were likely to only have clinical responsibilities or only have didactic responsibilities.

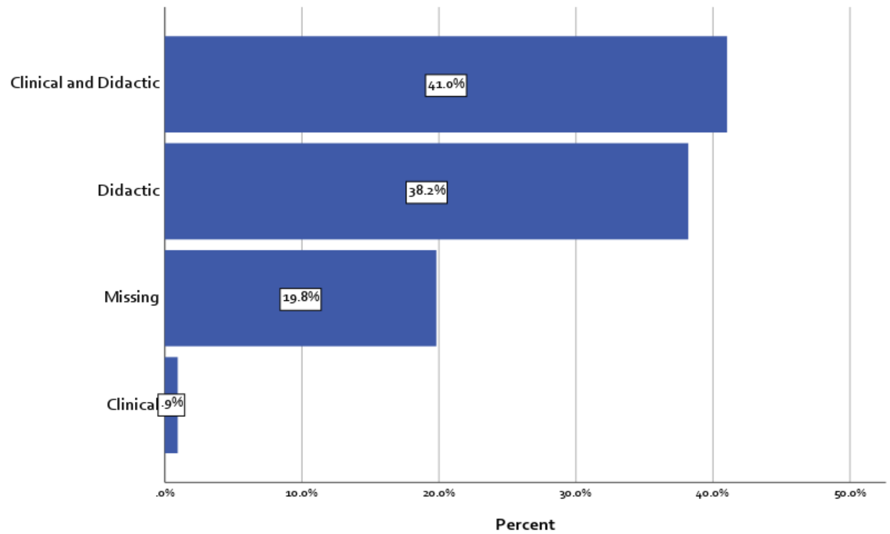


Figure 21. Program Directors – Educational Responsibility

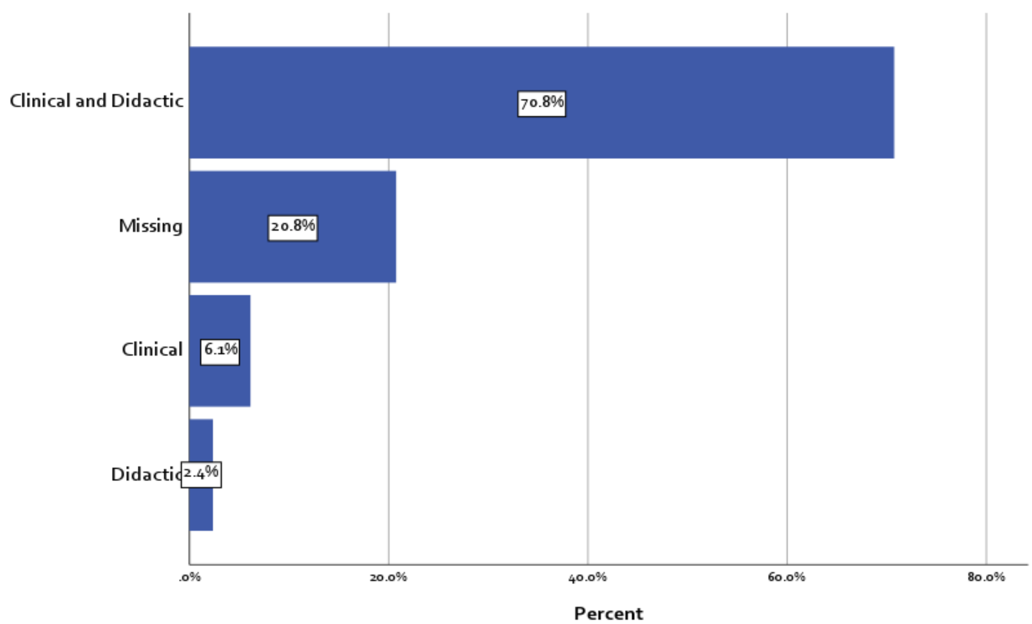


Figure 22. Directors of Clinical Education – Educational Responsibility

Years of Experience

21. Please indicate each individual's years of experience in education.

Responses of 'Less than 1 year' were recoded to a value of zero before responses were summarized. Program directors tended to have the most experience with a mean of 18 and a median of 15 years. Directors of clinical education had an average of 10 to 11 years. Median values for faculty members fell between 4 and 8 years of experience. Frequencies can be found in Appendix C starting with Table 114.

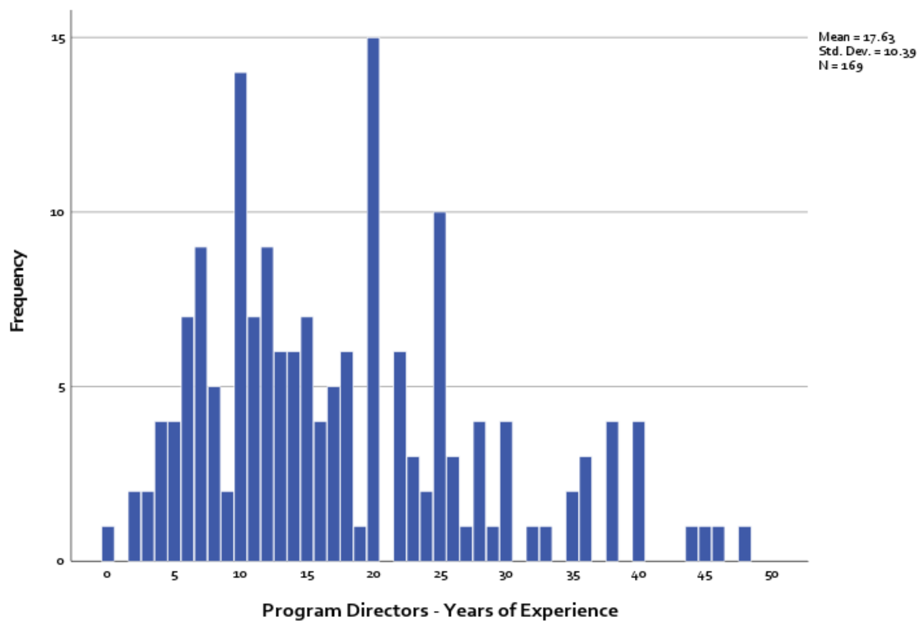


Figure 23. Program Directors – Years of Experience

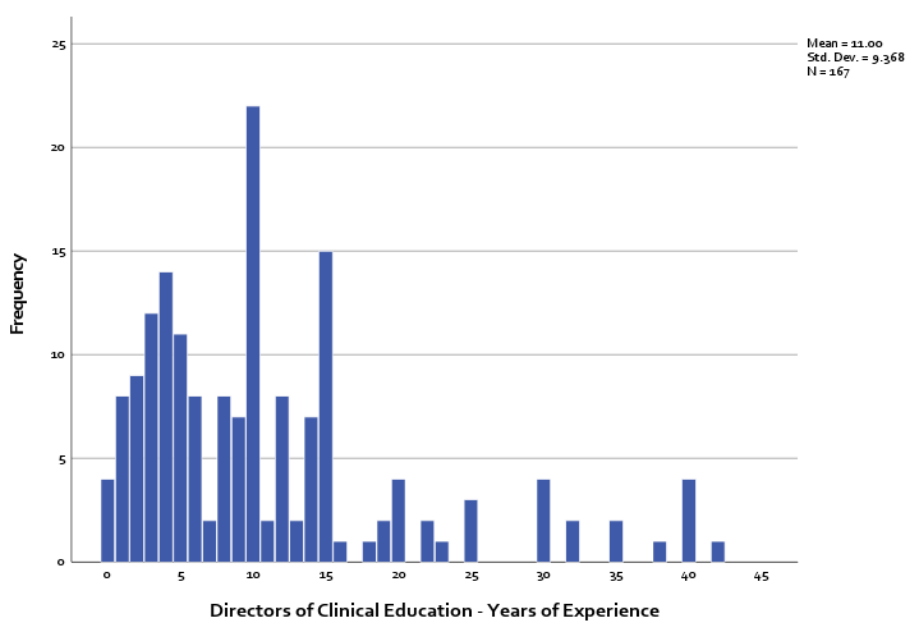


Figure 24. Directors of Clinical Education – Years of Experience

Table 16. Years of Experience for Program Directors, Directors of Clinical Education, and faculty members #1-10

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
Program Director	169	43	17.63	.80	15.00	10.39	.00	48.00
Dir. of Clinical Ed	167	45	11.00	.72	10.00	9.37	.00	42.00
Faculty Member #1	123	89	12.35	.93	8.00	10.28	.00	40.00
Faculty Member #2	84	128	9.23	.82	7.00	7.47	.00	40.00
Faculty Member #3	65	147	6.97	.96	4.00	7.73	.00	33.00
Faculty Member #4	46	166	6.98	1.08	3.50	7.31	.00	30.00
Faculty Member #5	31	181	6.48	1.00	5.00	5.56	.00	25.00
Faculty Member #6	24	188	8.42	2.28	4.00	11.19	.00	50.00
Faculty Member #7	17	195	11.18	2.84	5.00	11.73	.00	40.00
Faculty Member #8	13	199	9.23	3.00	5.00	10.82	.00	34.00
Faculty Member #9	8	204	7.00	2.85	4.50	8.07	.00	25.00
Faculty Member #10	7	205	4.00	1.29	4.00	3.42	.00	10.00

Credentials

22. Please specify the credentials held by faculty members

The most frequently cited credential was the RRT.

Table 17. Credentials held by Program Directors, Directors of Clinical Education, and faculty members #1-10

		NBRC									
		CRT	RRT	NPS	PFT	ACCS	SDS	AEC	CTTS	CHSE	Totals
Program Director	N	79	176	38	36	30	1	14	3	1	378
	Percent	20.9%	46.6%	10.1%	9.5%	7.9%	0.3%	3.7%	0.8%	0.3%	100.0%
Dir. of Clinical Ed	N	79	175	37	19	28	5	10	0	2	355
	Percent	22.3%	49.3%	10.4%	5.4%	7.9%	1.4%	2.8%	0.0%	0.6%	100.0%
Faculty Member 1	N	65	124	29	10	18	2	8	0	1	1
	Percent	25.3%	48.2%	11.3%	3.9%	7.0%	0.8%	3.1%	0.0%	0.4%	0.4%
Faculty Member 2	N	39	85	12	9	18	1	5	0	2	171
	Percent	22.8%	49.7%	7.0%	5.3%	10.5%	0.6%	2.9%	0.0%	1.2%	100.0%
Faculty Member 3	N	31	63	15	4	13	2	0	0	0	128
	Percent	24.2%	49.2%	11.7%	3.1%	10.2%	1.6%	0.0%	0.0%	0.0%	100.0%
Faculty Member 4	N	22	42	9	6	6	0	4	0	0	89
	Percent	24.7%	47.2%	10.1%	6.7%	6.7%	0.0%	4.5%	0.0%	0.0%	100.0%
Faculty Member 5	N	16	29	3	2	4	2	0	0	0	56
	Percent	28.6%	51.8%	5.4%	3.6%	7.1%	3.6%	0.0%	0.0%	0.0%	100.0%

		NBRC									
		CRT	RRT	NPS	PFT	ACCS	SDS	AEC	CTTS	CHSE	Totals
Faculty Member 6	N	13	25	6	2	0	0	0	0	0	46
	Percent	28.3%	54.3%	13.0%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Faculty Member 7	N	7	15	1	1	1	0	1	0	0	26
	Percent	26.9%	57.7%	3.8%	3.8%	3.8%	0.0%	3.8%	0.0%	0.0%	100.0%
Faculty Member 8	N	4	12	3	0	1	1	0	0	0	21
	Percent	19.0%	57.1%	14.3%	0.0%	4.8%	4.8%	0.0%	0.0%	0.0%	100.0%
Faculty Member 9	N	3	9	1	0	2	0	0	0	0	15
	Percent	20.0%	60.0%	6.7%	0.0%	13.3%	0.0%	0.0%	0.0%	0.0%	100.0%
Faculty Member 10	N	2	7	1	0	1	0	0	0	0	11
	Percent	18.2%	63.6%	9.1%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	100.0%

Annual Earnings

23. Please provide the annual earnings for positions paid by the program.

The grand mean of annual earnings across all faculty described in this study was $58,023.

Table 18. Annual salary for Program Director, Director of Clinical Education, and faculty members #1-10

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
Program Director	153	59	82,656.14	1,633.81	80,000	20,209.13	48,560	151,000
Dir. of Clinical Ed.	145	67	70,632.53	1,308.84	69,000	15,760.58	38,000	130,000
Faculty Member 1	94	118	56,740.05	3,718.91	60,000	36,056.20	2,000	179,500
Faculty Member 2	62	150	41,975.10	4,285.12	36,050	33,741.08	1,000	106,800
Faculty Member 3	49	163	36,123.16	4,507.43	24,000	31,552.02	1,000	92,000
Faculty Member 4	33	179	30,668.64	5,314.97	13,680	30,532.18	500	96,000
Faculty Member 5	22	190	26,787.64	6,465.48	10,620	30,325.77	1,000	102,900
Faculty Member 6	17	195	24,306.35	7,353.01	10,000	30,317.25	3,400	91,000
Faculty Member 7	13	199	32,062.85	10,873.93	10,500	39,206.50	4,300	115,000
Faculty Member 8	12	200	22,890.67	9,895.76	10,040	34,279.92	3,600	125,000
Faculty Member 9	8	204	29,698.50	17,068.04	10,040	48,275.72	1,000	144,000
Faculty Member 10	6	206	14,701.33	6,532.31	9,500	16,000.83	3,700	47,000

There was a strong indicator in Table 19 that faculty with tenure tended to earn more.

Table 19. Annual earnings ($) by tenure status

Tenure	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
Yes	112	15	83,800.25	2,701.57	80,500	28,590.77	3,500	179,500
No	389	91	52,699.75	1,648.74	60,000	32,518.20	500	144,000

As seen in Tables 20 and 21, faculty with higher titles and degrees tended to earn more.

Table 20. Annual earnings ($) by title

Title	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
Program Director	153	59	82,656.14	1,633.81	80,000	20209.13	48,560	151,000
Director of Clinical Education	145	67	70,632.53	1,308.84	69,000	15760.58	38,000	130,000
Faculty	316	1804	40,309.99	2,000.01	30,000	35552.91	500	179,500

Table 21. Annual earnings ($) by degree

Degree	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
Associates	75	32	23,417.63	2771.85	11,000	24004.93	500	85,000
Baccalaureate	166	70	42,697.04	2320.63	50,000	29899.23	1000	102,000
Masters	246	49	67,264.68	1662.28	72,000	26071.88	1000	155,000
Specialist/Doctorate	105	21	84,844.97	3202.65	85,500	32817.44	3500	179,500

Table 22 showed that programs offering the Baccalaureate degree to graduates tended to pay their faculty more than those that offered an Associate degree only or had an Associate degree as an option with a Baccalaureate degree. Pay was significantly increased when considering only the programs that offered a Master's degree in addition to other degrees.

Table 22. Annual earnings ($) by degree offered by the program

	N		Mean	Median	Min	Max	Std. Error of Mean	Std. Deviation
	Valid	Missing						
Associates Only	54	29	59,793.09	63,000.00	16,200.00	115000.00	2,858.15	21,003.00
Baccalaureate Only	37	7	69,087.33	70,500.00	19,496.36	107333.33	3,783.58	23,014.62
Associates and Baccalaureate	61	23	63,918.55	65,000.00	22,000.00	102500.00	2,515.76	19,648.70
Master's Programs	12	4	74,955.60	72,733.33	39,416.67	104421.82	6,449.15	22,340.52

Table 23 shows that the average annual earnings of faculty from four-year institutions was higher than for faculty from two-year institutions.

Table 23. Annual earnings ($) by institution type

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Min	Max
	Valid	Missing						
2-year community/vocational college	99	48	62,662.31	19,86.00	63,000	1,9760.46	1,6916.67	115,000.00
4-year college/university	54	10	65,972.61	31,93.94	69,750	2,3470.56	1,6200.00	107,333.33

Table 24 showed that faculty from programs that were characterized as public/private consortiums had the highest annual earnings. Faculty in programs within proprietary institutions earned more than faculty in public and private institutions.

Table 24. Annual earnings ($) by institution type

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Min	Max
	Valid	Missing						
Public (taxpayer and tuition supported)	115	49	63,840.47	2,017.01	65,750	21,630.04	16,916.67	115,000.00
Private (tuition and endowment supported)	20	3	62,908.86	5,052.58	58,875	22,595.81	16,200.00	107,333.33
Public/private consortium	7	2	65,412.38	5,217.88	65,000	13,805.21	52,000.00	93,000.00
Proprietary (for-profit)	11	5	64,397.42	5,742.35	63,000	19,045.23	23,146.67	88,333.33

Table 25 indicated that faculty in the Western region of the United States tended to earn more than faculty from other regions.

Table 25. Annual earnings ($) by region

Region	N		Mean	Std. Error of Mean	Median	Std. Deviation	Min	Max
	Valid	Missing						
Northeast	22	12	63,215.92	4,727.67	67,333.33	22,174.76	24,133.33	107,333.33
South	68	18	63,867.00	2,656.38	64,000.00	21,905.09	19,496.36	104,421.82
Midwest	40	14	62,406.53	3,270.20	64,500.00	20,682.54	16,200.00	115,000.00
West	21	14	66,545.49	4,452.36	65,000.00	20,403.26	24,250.00	96,000.00

Northeast – MA, RI, NH, ME, VT, CT, NJ, NY, PA
Midwest – OH, IN, MI, WI, IL, IA, MN, SD, ND, MO, KS, NE
South – DC, DE, MD, VA, MV, NC, SC, GA, FL, AL, TN, MS, KY, LA, AR, OK, TX
West – MT, CO, WY, ID, UT, AZ, NM, NV, CA, HI, OR, WA, AK

Tenure

24. If any current or potential program faculty wanted to seek tenure within your institution, could a tenure-track position be made available to them?

Responses to this survey item indicate that just less than a third of programs could offer tenure to their faculty. Frequencies can be found in Appendix C, Table 126.

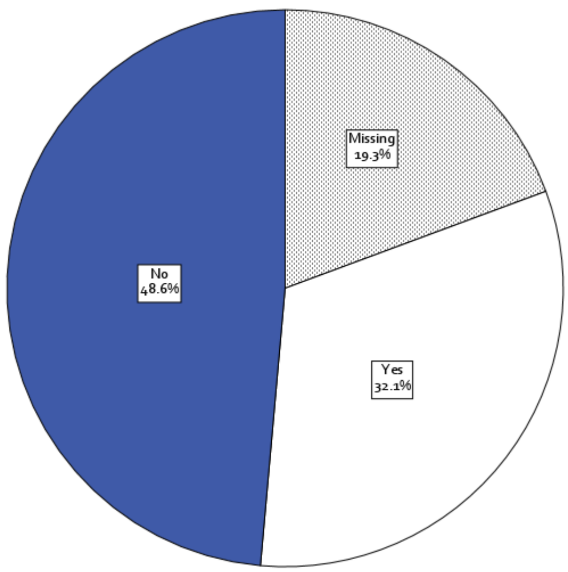


Figure 25. Tenure track availability

Offering tenure is even less likely for faculty who work in 2-year colleges.

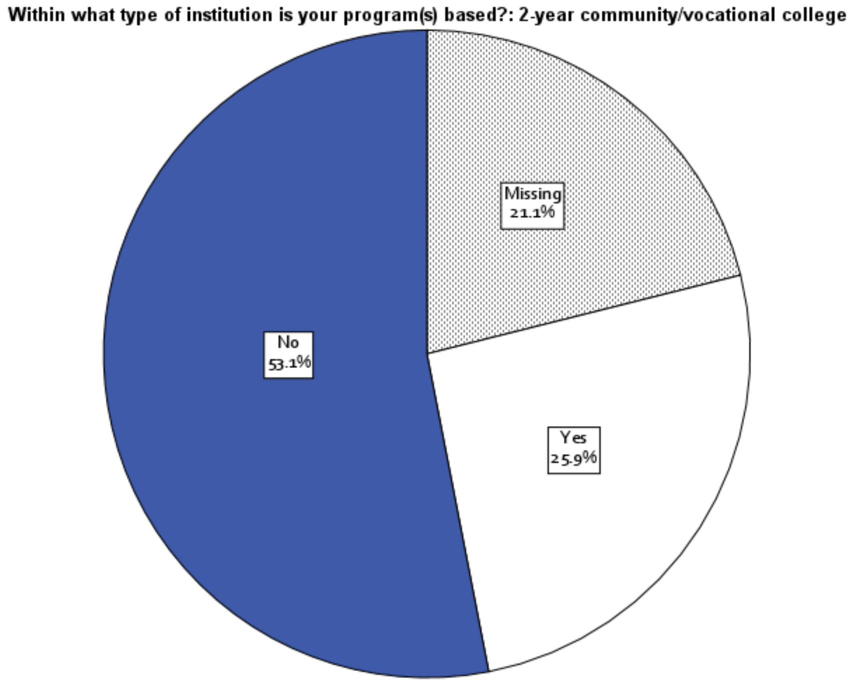


Figure 26. Tenure track availability for 2-year community college

Offering tenure to faculty is more likely in 4-year colleges, but still less than half of such programs can offer tenure.

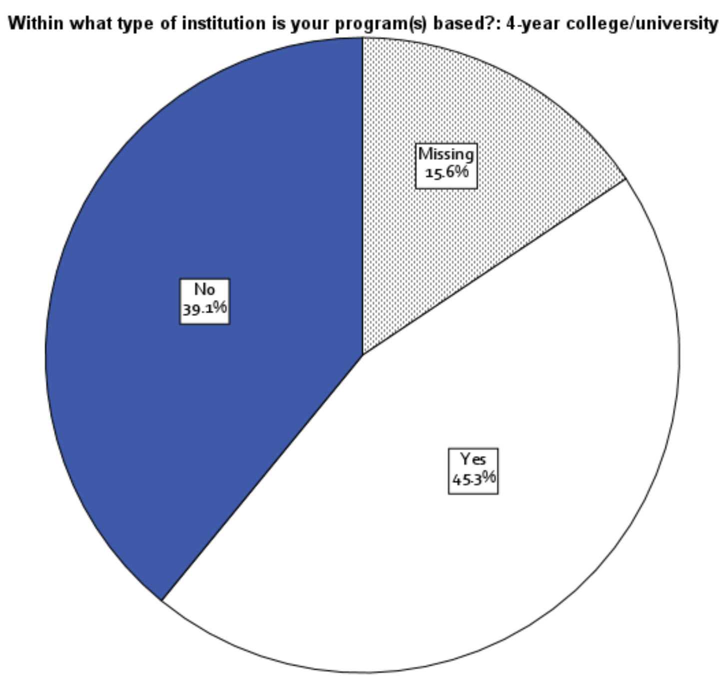


Figure 27. Tenure track availability for 4-year college/university

25. Please indicate the tenure status of each position.

Table 26. Distribution of valid percentage of education staff who have earned tenure

	Percent with Tenure
Program Director	39.3
Director of Clin Ed	26.6
Faculty Member #1	19.6
Faculty Member #2	7.6
Faculty Member #3	2.1
Faculty Member #4	3.2
Faculty Member #5	8.7
Faculty Member #6	5.3
Faculty Member #7	0.0
Faculty Member #8	20.0
Faculty Member #9	14.3
Faculty Member #10	0.0

Table 27. Distribution of valid percentage of education staff at 2-year community/vocational colleges who have earned tenure

	Percent with Tenure
Program Director	41.9
Director of Clin Ed	29.0
Faculty Member #1	15.8
Faculty Member #2	8.1
Faculty Member #3	4.0
Faculty Member #4	0.0
Faculty Member #5	0.0
Faculty Member #6	0.0
Faculty Member #7	0.0
Faculty Member #8	0.0
Faculty Member #9	0.0
Faculty Member #10	0.0

Table 28. Distribution of valid percentage of education staff at 4-year colleges/universities who have earned tenure

	Percent with Tenure
Program Director	35.3
Director of Clin Ed	22.4
Faculty Member #1	25.6
Faculty Member #2	6.9
Faculty Member #3	0.0
Faculty Member #4	6.7
Faculty Member #5	15.4
Faculty Member #6	10.0
Faculty Member #7	0.0
Faculty Member #8	25.0
Faculty Member #9	16.7
Faculty Member #10	0.0

26. Please indicate how long the faculty member in the following job titles intends to remain in respiratory care education.

The typical Program Director intended to remain involved in education for 10 to 11 years more. More specifically, about 30% of program directors intended to leave within 5 years and another 33% intended to leave between years 6 and 10 according to Table 29. More than half of program directors will be out of education in a decade.

Returning to Table 29, program directors expected their Directors of Clinical Education to remain 4 to 5 years beyond the point when the program director had left. Likely, this reflects a succession plan in which the director of clinical education moves into the program director role.

Table 29. Intended Duration to Remain in respiratory care education by academic position

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Min	Max
	Valid	Missing						
Program Director	133	79	10.71	.60	10.00	6.96	0	30
Director of Clinical Ed	128	84	14.84	.76	15.00	8.57	0	35
Faculty Member #1	78	134	12.47	.94	10.00	8.26	1	35
Faculty Member #2	52	160	14.58	1.16	13.50	8.38	2	40
Faculty Member #3	37	175	15.76	1.76	15.00	10.69	0	40
Faculty Member #4	24	188	13.46	2.13	12.50	10.45	0	35
Faculty Member #5	17	195	13.47	1.64	15.00	6.76	5	28
Faculty Member #6	13	199	14.92	2.62	10.00	9.45	5	30
Faculty Member #7	11	201	8.73	1.45	10.00	4.82	1	15
Faculty Member #8	9	203	9.44	2.02	10.00	6.06	1	20
Faculty Member #9	6	206	11.33	2.40	11.50	5.89	5	20
Faculty Member #10	5	207	7.40	2.18	10.00	4.88	0	12

Program Directors

Full frequencies can be found in Appendix C, Table 127.

Table 30. Intended duration for Program Director to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	41	19.3	30.8	30.8
	6-10 Years	44	20.8	33.1	63.9
	11-15 Years	16	7.5	12.0	75.9
	16 Years or more	32	15.1	24.1	100.0
	Total	133	62.7	100.0	
Missing	System	79	37.3		
Total		212	100.0		

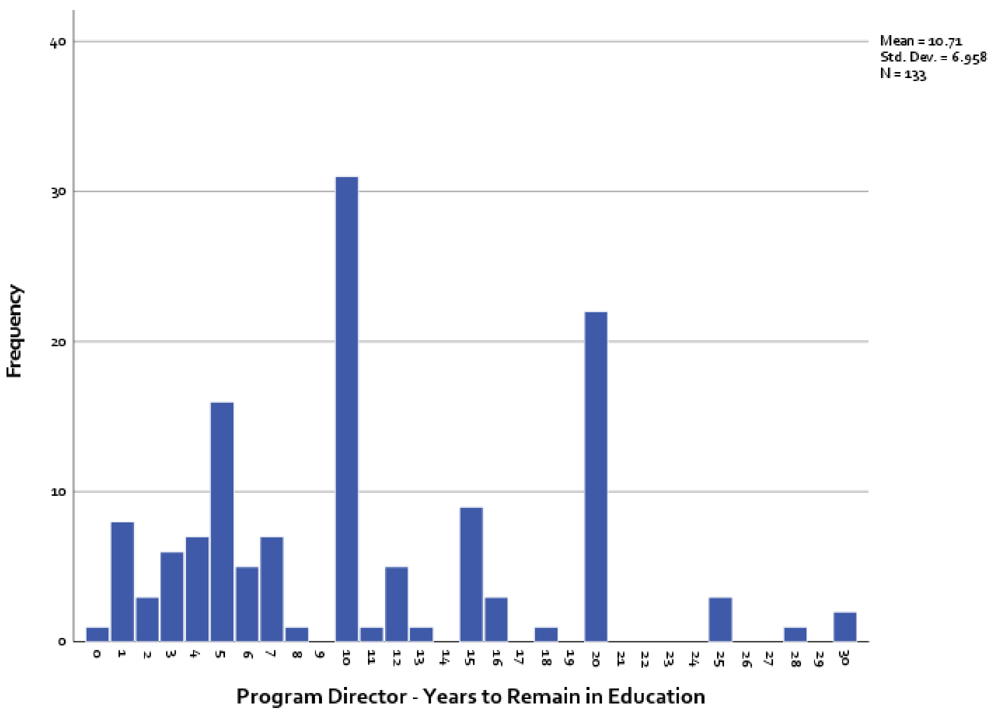


Figure 28. Intended Duration for Program Directors to Remain in Respiratory Care Education

Directors of Clinical Education

Table 32 shows that almost half of the Directors of Clinical Education will be out of education in the next decade. Full frequencies can be found in Appendix C, Table 128.

Table 31. Intended duration for Director of Clinical Education to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	24	11.3	18.8	18.8
	6-10 Years	34	16.0	26.6	45.3
	11-15 Years	15	7.1	11.7	57.0
	16 Years or more	55	25.9	43.0	100.0
	Total	128	60.4	100.0	
Missing	System	84	39.6		
Total		212	100.0		

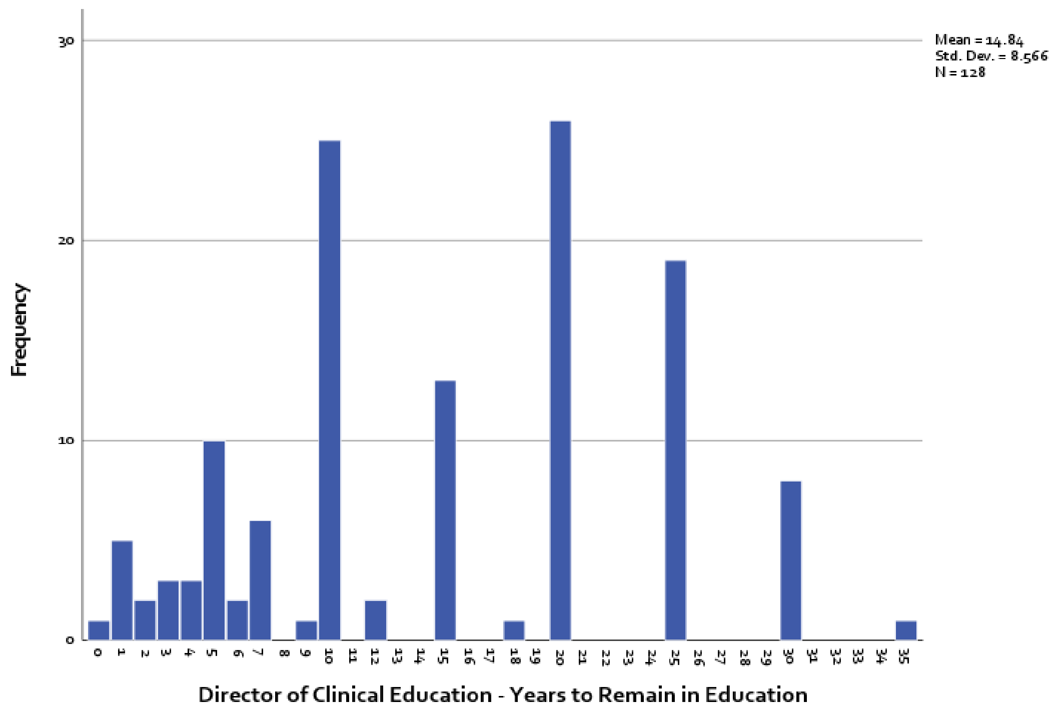


Figure 29. Intended Duration for Directors of Clinical Education to Remain in Respiratory Care Education

Faculty Members

The following set of tables showed that a majority of junior faculty will be involved in education for more than a decade. Full frequencies for Faculty Member #1 can be found in Appendix C, Table 129.

Table 32. Intended duration for Faculty Member #1 to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	25	11.8	32.1	32.1
	6-10 Years	18	8.5	23.1	55.1
	11-15 Years	11	5.2	14.1	69.2
	16 Years or more	24	11.3	30.8	100.0
	Total	78	36.8	100.0	
Missing	System	134	63.2		
Total		212	100.0		

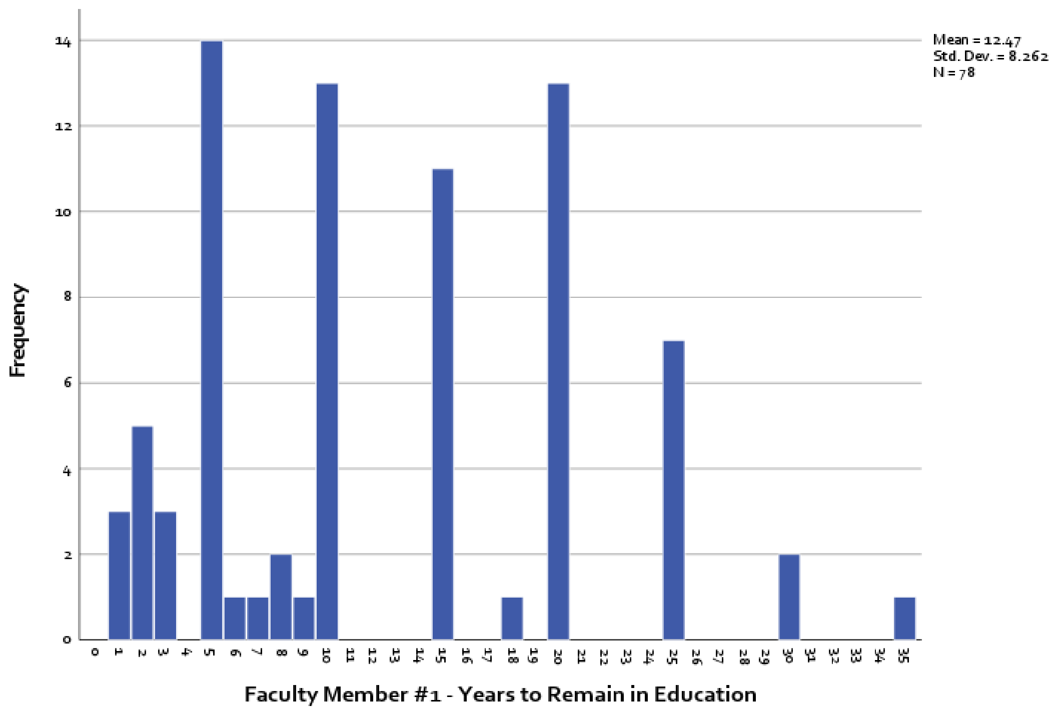


Figure 30. Intended Duration for Faculty Member #1 to Remain in Respiratory Care Education

Full frequencies for Faculty Member #2 can be found in Appendix C, Table 130.

Table 33. Intended duration for Faculty Member #2 to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	9	4.2	17.3	17.3
	6-10 Years	15	7.1	28.8	46.2
	11-15 Years	10	4.7	19.2	65.4
	16 Years or more	18	8.5	34.6	100.0
	Total	52	24.5	100.0	
Missing	System	160	75.5		
Total		212	100.0		

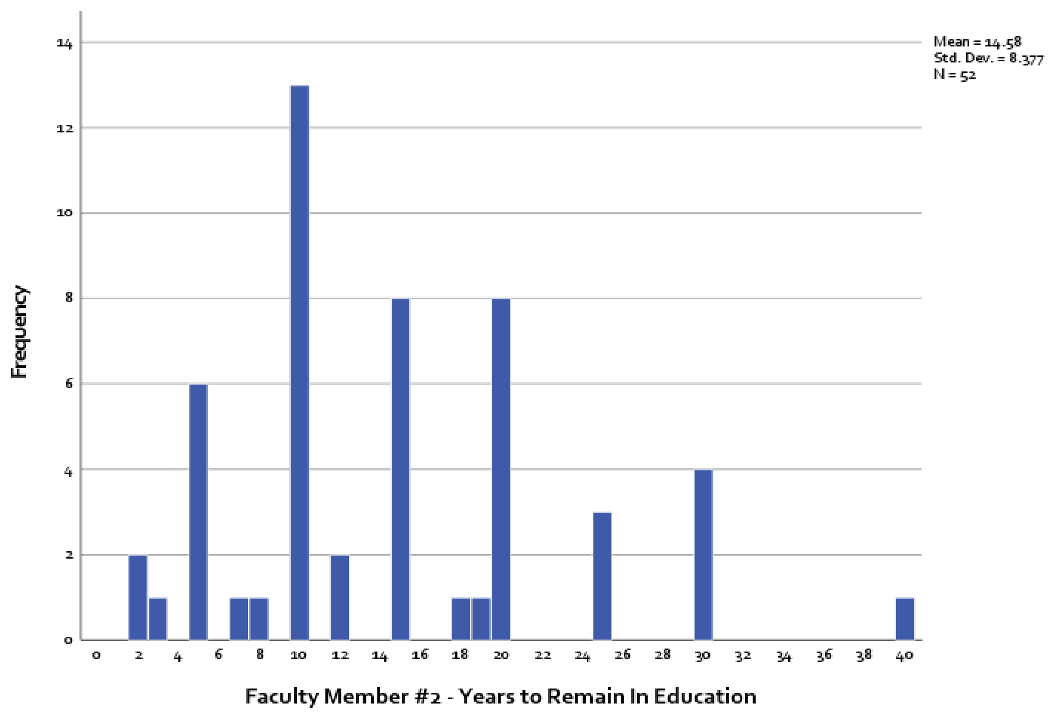


Figure 31. Intended Duration for Faculty Member #2 to Remain in Respiratory Care Education

Full frequencies for Faculty Member #3 can be found in Appendix C, Table 131.

Table 34. Intended duration for Faculty Member #3 to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	8	3.8	21.6	21.6
	6-10 Years	8	3.8	21.6	43.2
	11-15 Years	7	3.3	18.9	62.2
	16 Years or more	14	6.6	37.8	100.0
	Total	37	17.5	100.0	
Missing	System	175	82.5		
Total		212	100.0		

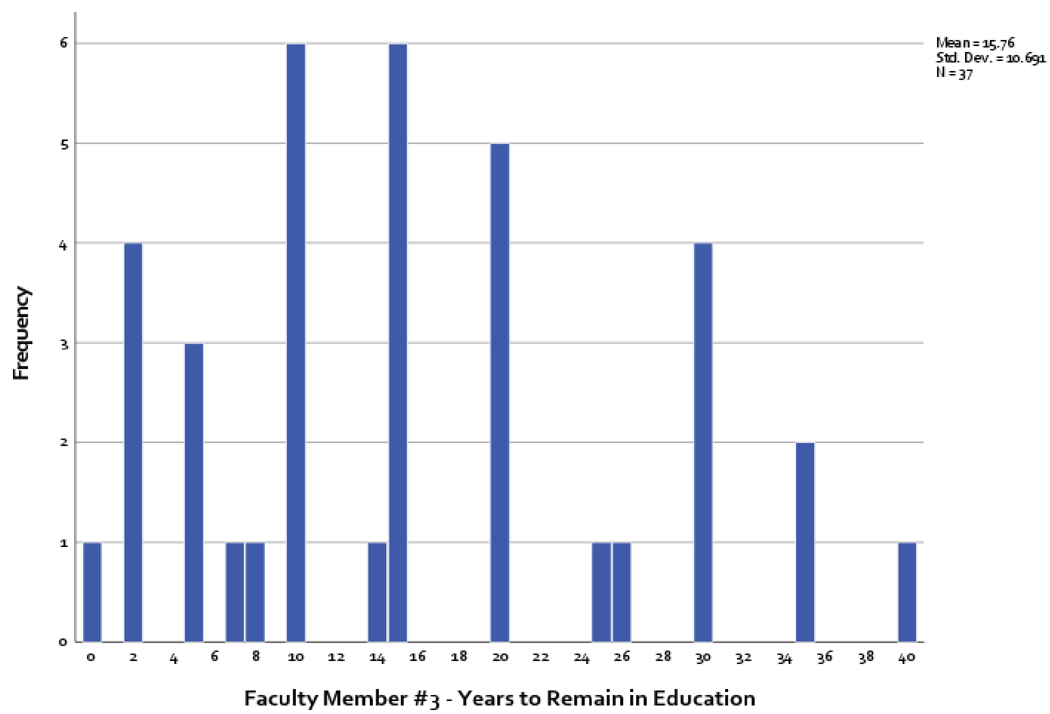


Figure 32. Intended Duration for Faculty Member #3 to Remain in Respiratory Care Education

Full frequencies for Faculty Member #4 can be found in Appendix C, Table 132.

Table 35. Intended duration for Faculty Member #4 to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	8	3.8	33.3	33.3
	6-10 Years	4	1.9	16.7	50.0
	11-15 Years	4	1.9	16.7	66.7
	16 Years or more	8	3.8	33.3	100.0
	Total	24	11.3	100.0	
Missing	System	188	88.7		
Total		212	100.0		

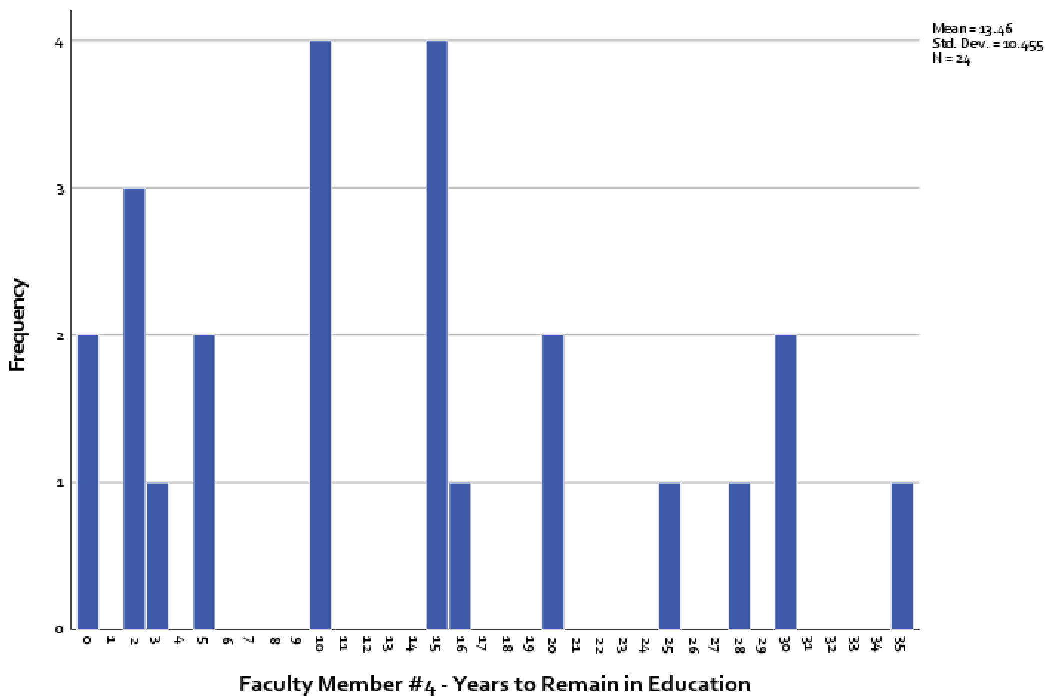


Figure 33. Intended Duration for Faculty Member #4 to Remain in Respiratory Care Education

Full frequencies for Faculty Member #5 can be found in Appendix C, Table 133.

Table 36. Intended duration for Faculty Member #5 to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	4	1.9	23.5	23.5
	6-10 Years	4	1.9	23.5	47.1
	11-15 Years	3	1.4	17.6	64.7
	16 Years or more	6	2.8	35.3	100.0
	Total	17	8.0	100.0	
Missing	System	195	92.0		
Total		212	100.0		

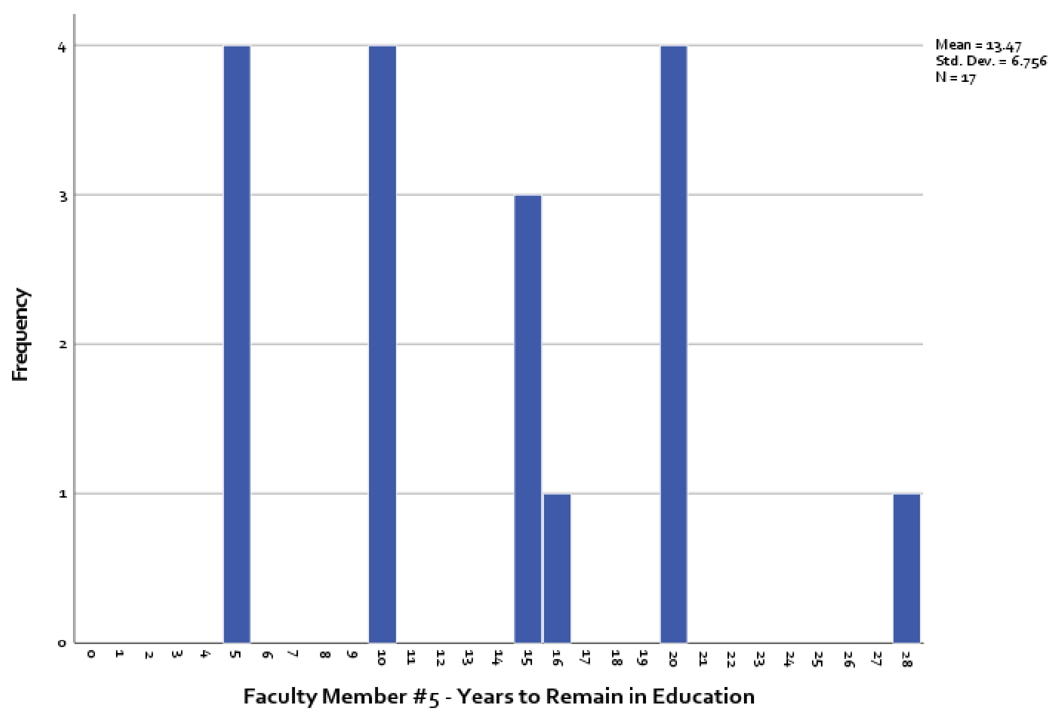


Figure 34. Intended Duration for Faculty Member #5 to Remain in Respiratory Care Education

Full frequencies for Faculty Member #6 can be found in Appendix C, Table 134.

Table 37. Intended duration for Faculty Member 6 to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	3	1.4	23.1	23.1
	6-10 Years	4	1.9	30.8	53.8
	11-15 Years	2	.9	15.4	69.2
	16 Years or more	4	1.9	30.8	100.0
	Total	13	6.1	100.0	
Missing	System	199	93.9		
Total		212	100.0		

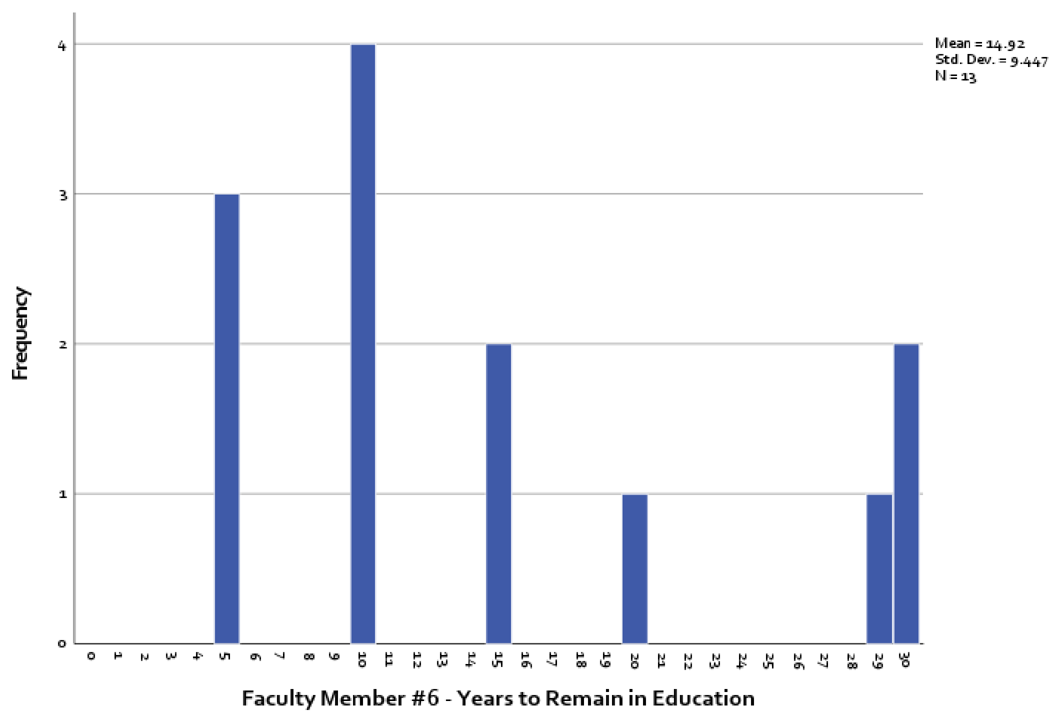


Figure 35. Intended Duration for Faculty Member #6 to Remain in Respiratory Care Education

Full frequencies for Faculty Member #7 can be found in Appendix C, Table 135.

Table 38. Intended duration for Faculty Member #7 to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	4	1.9	36.4	36.4
	6-10 Years	3	1.4	27.3	63.6
	11-15 Years	4	1.9	36.4	100.0
	Total	11	5.2	100.0	
Missing	System	201	94.8		
Total		212	100.0		

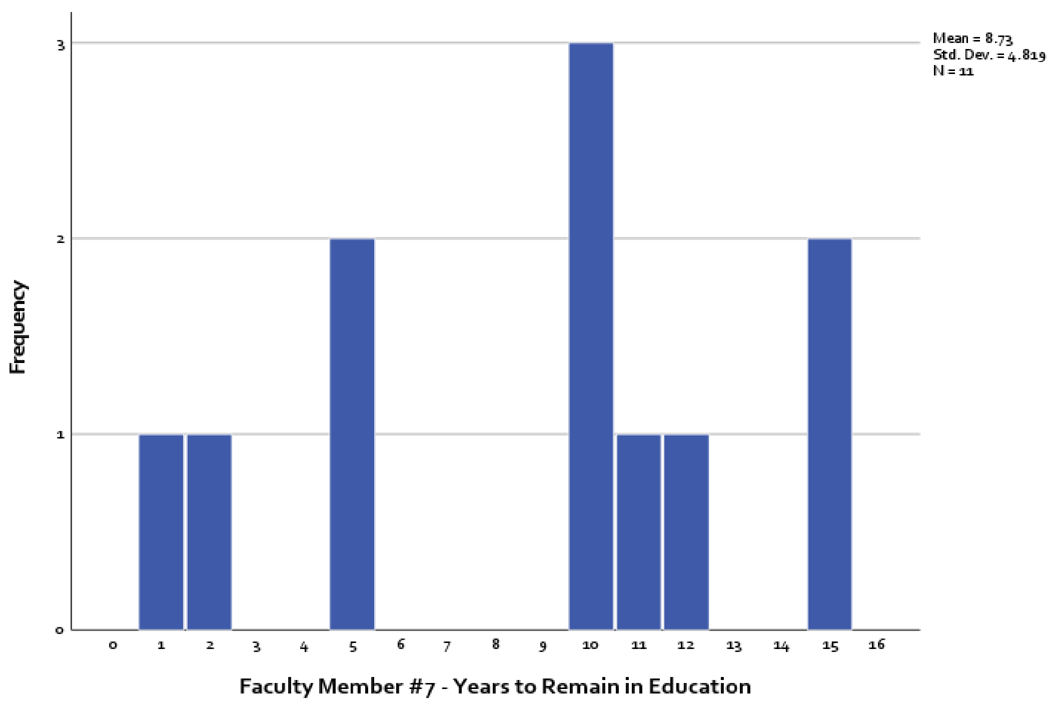


Figure 36. Intended Duration for Faculty Member #7 to Remain in Respiratory Care Education

Full frequencies for Faculty Member #8 can be found in Appendix C, Table 136.

Table 39. Intended duration for Faculty Member #8 to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	4	1.9	44.4	44.4
	6-10 Years	2	.9	22.2	66.7
	11-15 Years	2	.9	22.2	88.9
	16 Years or more	1	.5	11.1	100.0
	Total	9	4.2	100.0	
Missing	System	203	95.8		
Total		212	100.0		

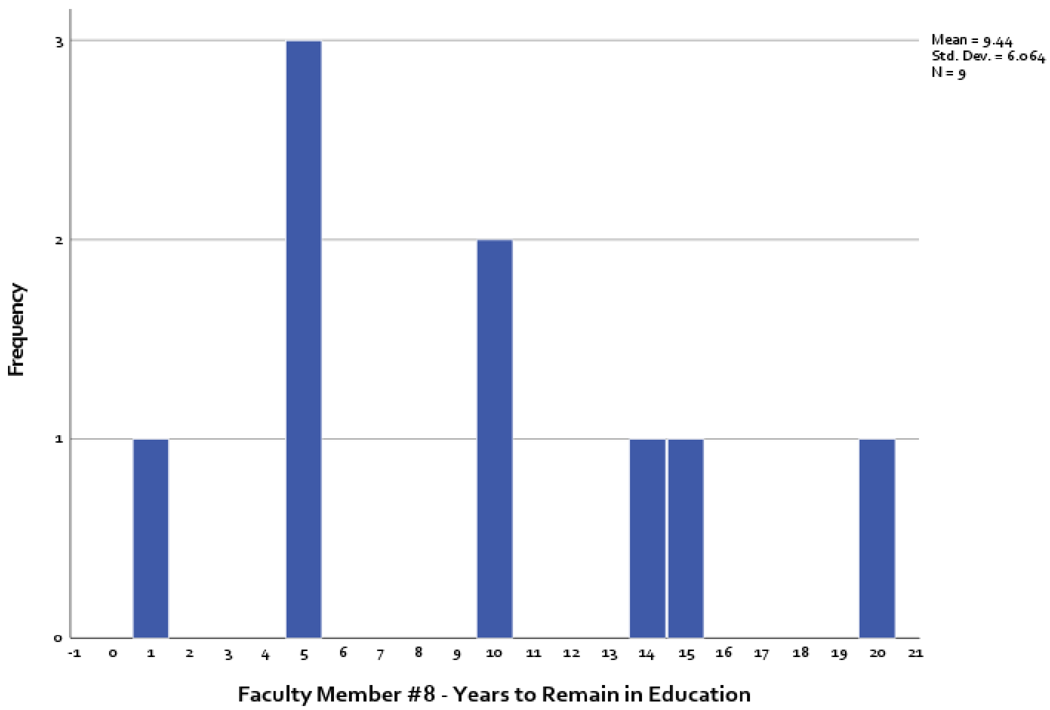


Figure 37. Intended Duration for Faculty Member #8 to Remain in Respiratory Care Education

Full frequencies for Faculty Member #9 can be found in Appendix C, Table 137.

Table 40. Intended duration for Faculty Member #9 to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	2	.9	33.3	33.3
	6-10 Years	1	.5	16.7	50.0
	11-15 Years	2	.9	33.3	83.3
	16 Years or more	1	.5	16.7	100.0
	Total	6	2.8	100.0	
Missing	System	206	97.2		
Total		212	100.0		

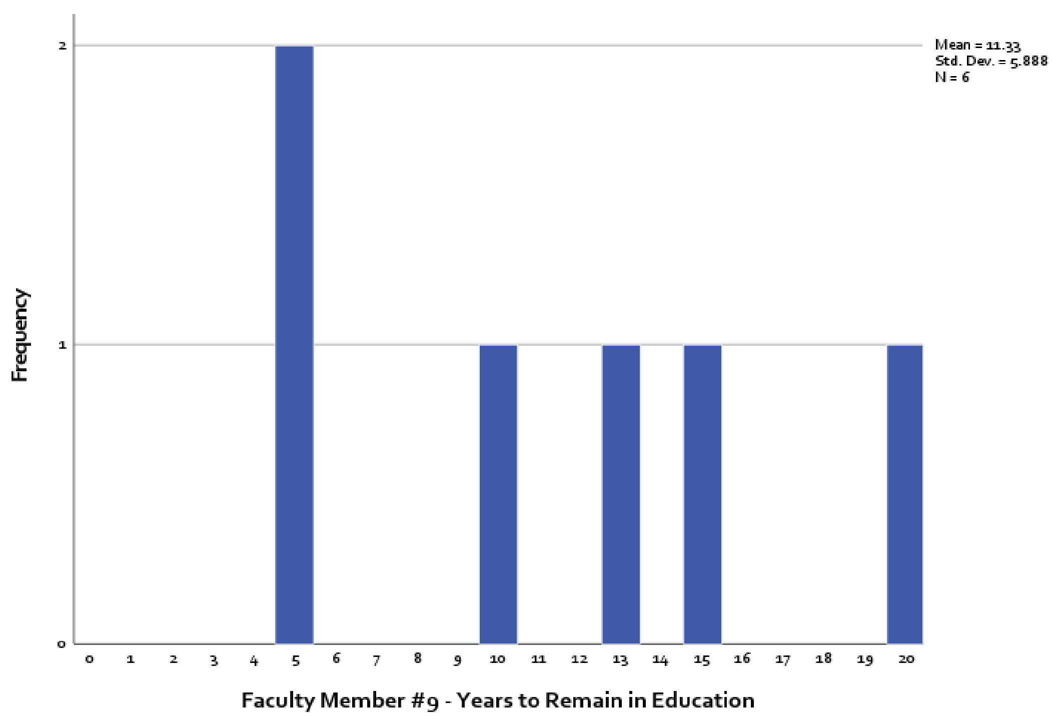


Figure 38. Intended Duration for Faculty Member #9 to Remain in Respiratory Care Education

Full frequencies for Faculty Member #10 can be found in Appendix C, Table 138.

Table 41. Intended duration for Faculty Member #10 to remain in respiratory care education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	2	.9	40.0	40.0
	6-10 Years	2	.9	40.0	80.0
	11-15 Years	1	.5	20.0	100.0
	Total	5	2.4	100.0	
Missing	System	207	97.6		
Total		212	100.0		

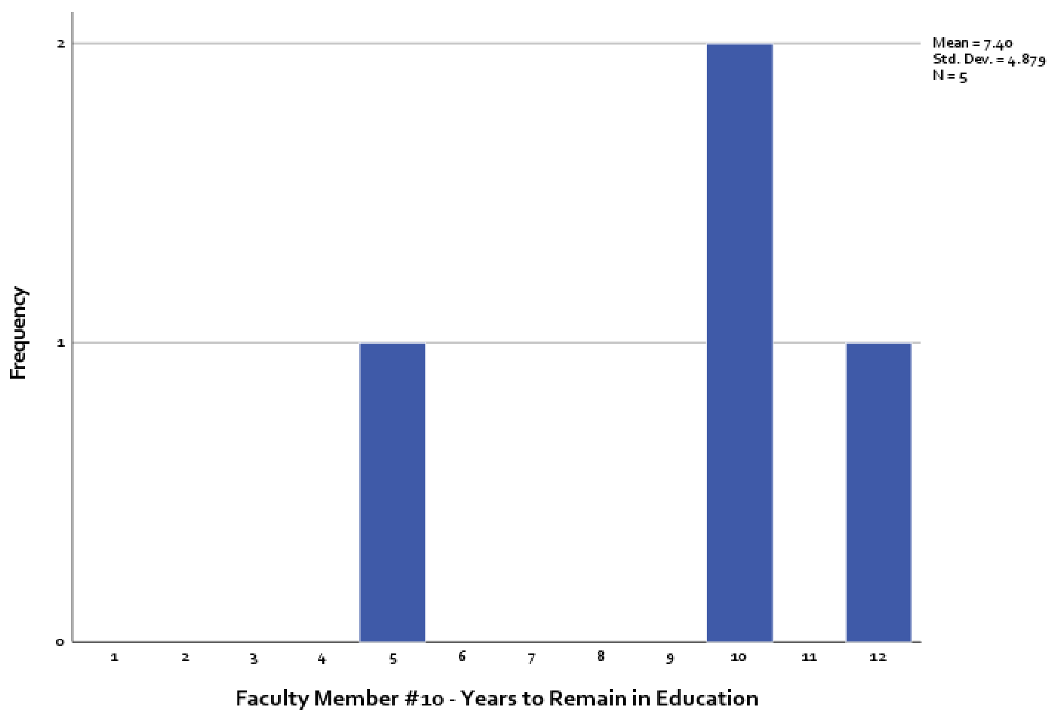


Figure 39. Intended Duration for Faculty Member #10 to Remain in Respiratory Care Education

Recruitment

27. Have you had recent difficulty recruiting faculty for your program?

Among those who responded to this question, 36% reported faculty recruitment difficulties. Frequencies can be found in Appendix C, Table 139.

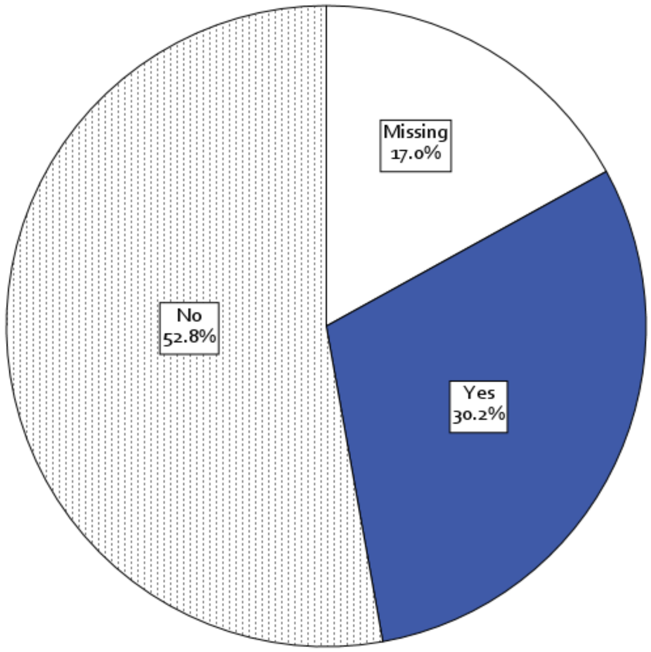


Figure 40. Difficulty recruiting faculty

28. What reasons contributed to the difficulty you experienced in recruiting faculty? Select all that apply.

For those who indicated having difficulty recruiting faculty, the first three reasons displayed in Table 42 contributed most strongly. Other reasons for recruitment difficulty are described in Appendix D.

Table 42. Reasons for recruitment difficulty

	Responses		
	N	Percent	Percent of Cases
The applicants did not meet academic preparation requirements	37	28.2%	56.9%
The salary we could offer was not sufficient	40	30.5%	61.5%
The applicants lacked teaching experience	36	27.5%	55.4%
Other	18	13.7%	27.7%
Total*	131	100.0%	201.5%

* Respondents were asked to select all that applied.

Graduates

29. How many students have graduated, or do you expect to graduate, from your programs?

Respondents were presented with a dropdown menu of values ranging from 0 to '99 or more.' While presented in Table 43 as 99, it is possible that some programs had more than 99 graduates in recent cohorts. In general, the number of graduates from both Entry to Practice have remained stable while number of Degree Advancement graduates has increased over the last two years.

Table 43. Graduation rates

	Entry to Practice							Degree Advancement						
	N	Mean	SEM	Median	Std. Deviation	Min	Max	N	Mean	SEM	Median	Std. Deviation	Min	Max
2018	166	15.26	.90	13.00	11.57	0	99	68	6.03	1.41	2.00	11.65	0	70
2019	169	16.42	.93	14.00	12.12	0	99	68	6.24	1.60	2.00	13.22	0	75
2020	170	15.66	.94	13.00	12.25	0	99	66	7.33	1.71	3.00	13.86	0	95

30. What was the program capacity, number of students accepted, and number of students who graduated from the last class of students from your entry-to- practice program?

The typical program had a capacity for 26 students but accepted 5 students fewer than this capacity. Attrition tended to reduce the size of a typical class by nearly another 5 students. Differences among means at these three points were statistically significant and the effect size was moderate. In summary, the typical program graduated 57% of its student capacity in 2020.

Table 44. Program capacity, students accepted and students graduated

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Min	Max
	Valid	Missing						
What was the CoARC-approved capacity of the program to accept students?	166	46	26.48	1.019	24.00	13.13	10	99
How many students were accepted?	165	47	19.82	.872	18.00	11.20	1	99
How many students graduated?	165	47	15.12	.762	13.00	9.79	1	90

$F= 41.051$, $df=2,495$, $p<.001$, eta squared=.143

Table 45. Mean differences in program capacity, students accepted and students graduated

(I) Index1	(J) Index1	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Capacity	Accepted	6.658*	1.260	.000	4.18	9.13
	Graduated	11.355*	1.260	.000	8.88	13.83
Accepted	Capacity	-6.658*	1.260	.000	-9.13	-4.18
	Graduated	4.697*	1.261	.000	2.22	7.18
Graduated	Capacity	-11.355*	1.260	.000	-13.83	-8.88
	Accepted	-4.697*	1.261	.000	-7.18	-2.22

*. The mean difference is significant at the 0.05 level.

31. Please rank the following barriers to accepting more students into the program in order of significance.

The strongest barriers to accepting more students into programs were (1) insufficient space to complete the clinical portion of the curriculum and (2) sufficient financial resources. These were the two barriers that had significantly different mean rankings in comparison to each of the other potential barriers. More information about the other barriers can be found in Appendix D.

Table 46. Rankings for barriers to student acceptance

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Min	Max
	Valid	Missing						
Additional faculty are unavailable	121	91	2.87	.14	3.00	1.54	1	6
Competition from other respiratory therapy programs	128	84	3.01	.15	3.00	1.67	1	6
Funding to expand program capacity is unavailable	130	82	3.40	.13	3.00	1.48	1	6
Insufficient classroom/lab space	140	72	2.86	.12	3.00	1.46	1	6
Insufficient space for clinical experiences	159	53	4.32	.14	5.00	1.79	1	6

F=22.085, df=4,677, p<.001, eta squared=.116

Table 47. Mean differences for rankings for barriers to student acceptance

(I) Index1	(J) Index1	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Additional Faculty	Competition	-.140	.203	.490	-.54	.26
	Funding	-.532*	.202	.009	-.93	-.14
	Lab Space	.003	.199	.986	-.39	.39
	Clinical Space	-1.453*	.193	.000	-1.83	-1.07
Competition	Additional Faculty	.140	.203	.490	-.26	.54
	Funding	-.392*	.199	.049	-.78	.00
	Lab Space	.144	.196	.464	-.24	.53
	Clinical Space	-1.313*	.190	.000	-1.69	-.94
Funding	Additional Faculty	.532*	.202	.009	.14	.93
	Competition	.392*	.199	.049	.00	.78
	Lab Space	.536*	.195	.006	.15	.92
	Clinical Space	-.921*	.189	.000	-1.29	-.55
Lab Space	Additional Faculty	-.003	.199	.986	-.39	.39
	Competition	-.144	.196	.464	-.53	.24
	Funding	-.536*	.195	.006	-.92	-.15
	Clinical Space	-1.456*	.185	.000	-1.82	-1.09
Clinical Space	Additional Faculty	1.453*	.193	.000	1.07	1.83
	Competition	1.313*	.190	.000	.94	1.69
	Funding	.921*	.189	.000	.55	1.29
	Lab Space	1.456*	.185	.000	1.09	1.82

*. The mean difference is significant at the 0.05 level.

32. A decade ago, what percentage of students in the entry-to-practice program fell into the following two groups?

According to table 48 and table 49, the proportions of students entering entry-to-practice programs has stayed largely the same over the past decade at 60% non-traditional and 40% traditional.

Table 48. Percentage of traditional and non-traditional students a decade ago

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
% of Traditional Students - A decade ago	138	74	40.83	2.506	37.50	29.436	0	100
% of Non-Traditional Students - A decade ago	138	74	59.90	2.486	66.00	29.198	2	100

33. Recently what percentage of students in the program have fallen into the following two groups?

Table 49. Percentage of traditional and non-traditional students recently

	N		Mean	Std. Error of Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing						
% of Traditional Students - Recently	149	63	41.09	2.475	40.00	30.207	0	100
% of Non-Traditional Students - Recently	148	64	59.99	2.441	68.50	29.694	0	100

34. In what venues do students in your program receive clinical training? Select all that apply.

Observing results in the “Percent of Cases” column of Table 50, students in all programs received training in acute care hospitals. Students in more than one-half of these programs received clinical training in diagnostic labs, home care settings, long-term care facilities, rehab, and sleep centers. Fewer than one-half of programs sent students to clinics, physician’s offices, urgent care facilities, and other venues for clinical training. Additional venues are described in Appendix D.

Table 50. Venues where students receive clinical training

	Responses N	Responses Percent	Percent of Cases
Acute care hospitals	165	19.7%	100.0%
Clinics (Asthma, COPD, cystic fibrosis, etc.)	59	7.1%	35.8%
Diagnostic labs	121	14.5%	73.3%
Home care/DME	88	10.5%	53.3%
Long-term care facilities (SNF, LTACH)	116	13.9%	70.3%
Physician's offices	55	6.6%	33.3%
Rehab (pulmonary, cardiac)	106	12.7%	64.2%
Sleep centers/labs	102	12.2%	61.8%
Urgent care centers	10	1.2%	6.1%
Other venue	14	1.7%	8.5%
Total*	836	100.0%	506.7%

*Respondents were instructed to 'Select all that apply'.

35. To increase awareness of respiratory care career opportunities, in what ongoing recruitment efforts does your program participate within the community? Select all that apply.

According to information in the "Percent of Cases" column within Table 51, most programs participate in health fairs and visit high schools to promote awareness of respiratory care as a career. Additional efforts can be found in Appendix D.

Table 51. Recruitment efforts

	Responses N	Responses Percent	Percent of Cases
Health fairs	133	35.8%	82.6%
High school visits	135	36.3%	83.9%
HOSA	41	11.0%	25.5%
Other efforts	63	16.9%	39.1%
Total*	372	100.0%	231.1%

*Respondents were instructed to 'Select all that apply'.

36. What percentage of the didactic content of your respiratory therapy program(s) was, is, or will be accessible through distance learning instructional technology?

For each of these three questions, respondents were provided with a drop-down menu of percentages that started at 0 and increased by tens to 100% (e.g., 0, 10, 20, etc.) The ‘5 years ago’ menu also included the addition of an N/A option that preceded 0%. While the intent was to use the N/A option to capture programs that had not existed five years ago, the number of respondents who selected that option exceeded expectations. We presume that some respondents chose to use N/A to indicate that the program was unequipped to offer distance learning technology at the time.

Because there was an implied range between each option on the menu, each response was recoded to the midpoint of the range such that a response of 1 to 10 became 5, 11 to 20 became 15 and so on. A value of zero remained as 0; 19 responses that indicated an N/A for ‘Five Years Ago’ were excluded from analysis. Statistics reported in Table 52 were calculated using these recoded values.

Education programs tended to report a large increase in the use of distance learning technology compared to 5 years ago. We document here that learning environments were strongly impacted in the present by efforts to mitigate a pandemic spread of the COVID-19 virus. Programs may see a slight decrease in distance learning over the next five years as can be observed in Table 52 and Table 53; however, it seems the transition to more distance learning is expected to persist.

Table 52. Percentage of didactic available through distance learning five years ago, at present, and five years from now

	N							
	Valid	Missing	Mean	Std. Error of Mean	Median	Std. Deviation	Min	Max
5 Years Ago	145	67	8.24	1.58	.00	18.98	0	95
Present	163	49	42.18	2.68	45.00	34.21	0	95
5 Years From Now	161	51	39.84	2.44	35.00	31.00	0	95

F=63.709, df=2,468, p<.001, eta squared=.215

Table 53. Mean differences in percentage of didactic content available through distance learning

(I) Index1	(J) Index1	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Five Years Ago	Present	-33.93653*	3.32440	.000	-40.4692	-27.4039
	Five Years From Now	-31.60334*	3.33410	.000	-38.1551	-25.0516
Present	Five Years Ago	33.93653*	3.32440	.000	27.4039	40.4692
	Five Years From Now	2.33319	3.23580	.471	-4.0254	8.6917
Five Years From Now	Five Years Ago	31.60334*	3.33410	.000	25.0516	38.1551
	Present	-2.33319	3.23580	.471	-8.6917	4.0254

*. The mean difference is significant at the 0.05 level.

37. Is your program interested in affiliating with an international respiratory therapist education program?

Nearly a third of programs expressed interest in affiliating with an education program for respiratory therapists that was located outside the United States. Frequencies can be found in Appendix C, Table 140.

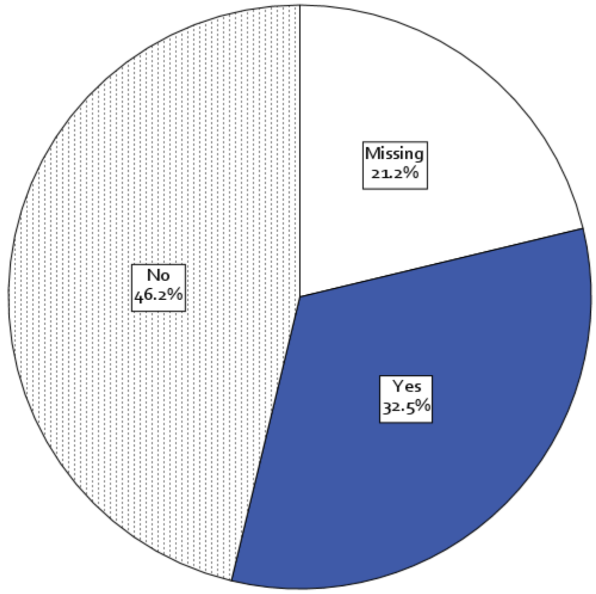


Figure 41. Distribution of programs interested in affiliating with international education programs

38. Does the education program encourage faculty who only teach didactic courses to participate in patient care outside of instructional time to maintain clinical skills?

This question was modified from the way it was presented in 2014 when a second job was described and characterized as a requirement. Only 5% of respondents gave an affirmative answer. Describing the activity in less absolute terms increased the percentage of those who submitted an affirmative response to 45%. Frequencies can be found in Appendix C, Table 141.

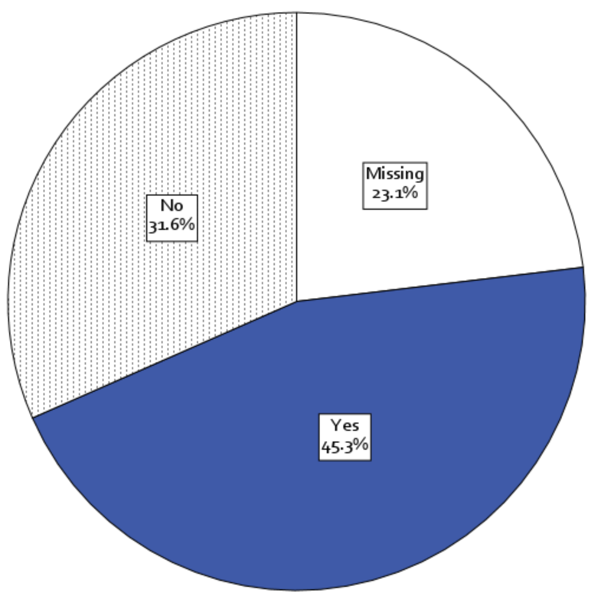


Figure 42. Distribution of programs encouraging didactic faculty to participate in patient care outside of instructional hours

COVID Response

39. Was the graduation of a cohort delayed due to the COVID pandemic?

About 8% of programs experienced a delay in graduation due the COVID pandemic. Frequencies can be found in Appendix C, Table 142.

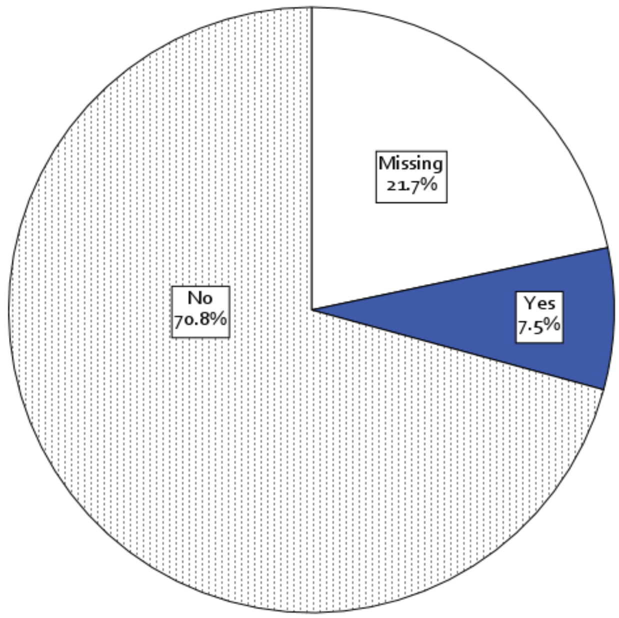


Figure 43. Graduation delayed by COVID pandemic

40. Did the program start using or increase use of virtual simulation in response to the COVID pandemic?

A majority of programs began using or increased use of virtual simulations in response to the pandemic. Frequencies can be found in Appendix C, Table 143.

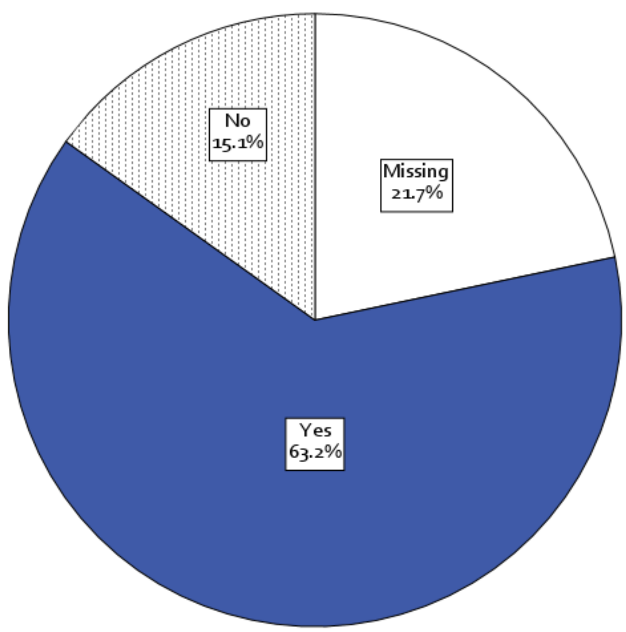


Figure 44. Increase use of virtual simulation due to COVID pandemic

41. If your institution moved to remote learning due to the COVID pandemic, does your program plan to continue remote delivery of some didactic courses even under a contingency in which students return to campus?

At least half of the programs plan to continue remote delivery options. Frequencies can be found in Appendix C, Table 144.

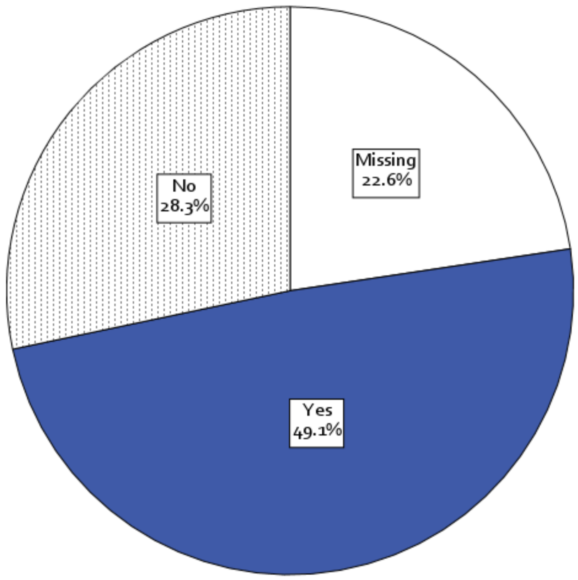


Figure 45. Continued use of remote delivery of didactic courses

42. Is your program open to exploring consortium agreements with other respiratory therapy programs to help contain costs incurred due to the COVID pandemic?

Just more than one-quarter of programs were open to consortium agreements. Frequencies can be found in Appendix C, Table 145.

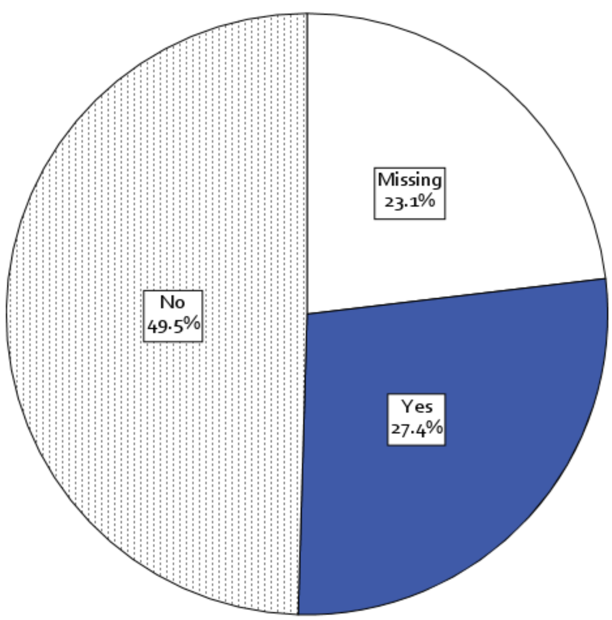


Figure 46. Openness to consortium option to contain costs due to COVID

43. While administering tests online during the COVID pandemic, did the program encounter new academic integrity challenges?

At least half of programs experienced new academic integrity issues when administering online examinations during the COVID pandemic. Frequencies can be found in Appendix C, Table 146.

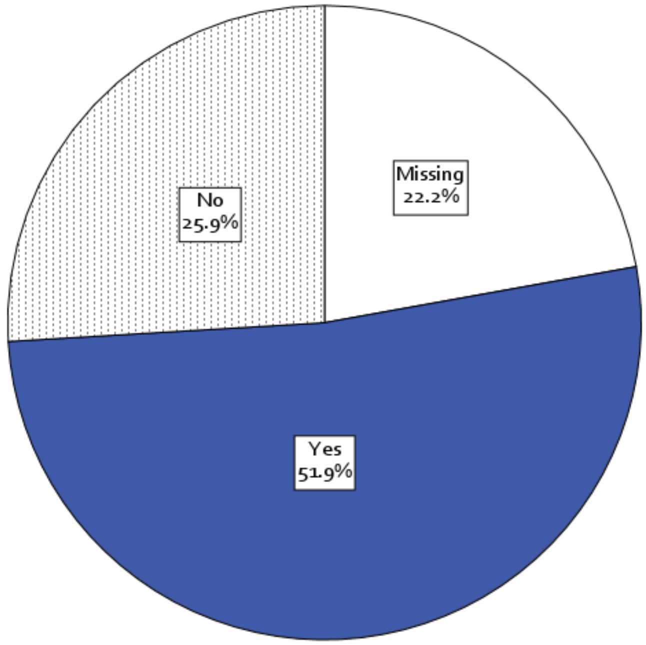


Figure 47. New academic integrity issues when delivering online exams during COVID pandemic

44. Did your program reduce staff in response to the COVID pandemic?

8% of programs reduced staff due to the COVID pandemic. Frequencies can be found in Appendix C, Table 147.

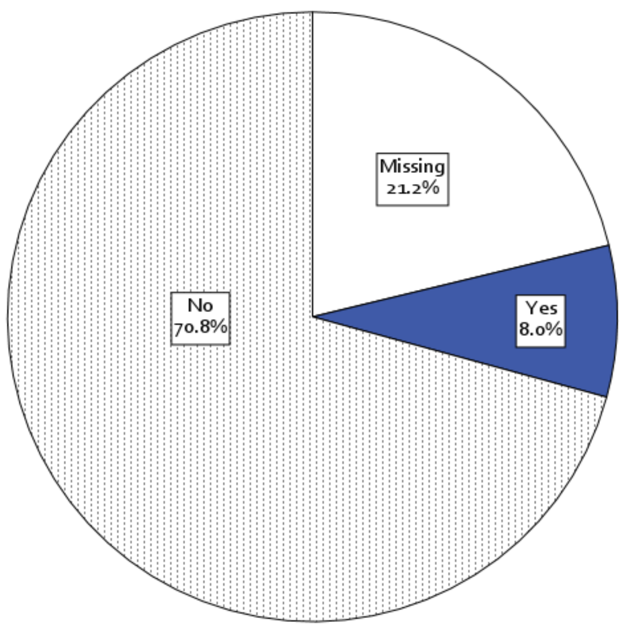


Figure 48. Staff reduction due to COVID pandemic

45. Which types of staff were impacted by the reduction? Select all that apply.

For those whose programs reduced staff in response to the pandemic, part-time faculty were the staff members most often impacted.

Table 54. Individuals impacted by COVID staff reductions

		Responses		Percent of Cases
		N	Percent	
	Full-time faculty	2	8.7%	11.8%
	Part-time faculty	14	60.9%	82.4%
	Preceptors	7	30.4%	41.2%
Total		23	100.0%	135.3%

Summary of Yes-No Responses

This survey relied on several questions in which respondents were prompted to select "Yes" or "No." Some chose not to respond, which represents a third response. The following table summarizes these responses by giving a high and low estimate of the percentage of "Yes" responses that were reported for each question.

The high estimate is the valid percent value, which assumes that those who left the question without a response were equally likely to have selected "Yes" or "No." The low estimate assumes that respondents skipped the question when it did not apply to them rather than select "No." The truth most likely lies somewhere between the low and high estimate for each question, which is why we have summarized them here.

Lastly, we rank ordered these responses from high to low based on the value for the high estimate.

Table 55. Low and high estimates for affirmative responses to survey items limited to Yes and No

	Estimates for Affirmative (Yes) Responses?	
	Low	High
Did your program start using or increase usage of virtual simulation in response to the COVID pandemic?	63.2	80.7
Can graduates from your program earn an Associate's degree?	78.8	79.1
While administering tests online during the COVID pandemic, did the program encounter new academic integrity challenges?	51.9	66.7
If your institution moved to remote learning due to the COVID pandemic, does your program plan to continue remote delivery of some didactic courses even under a contingency in which students return to campus?	49.1	63.4
Can graduates from your program earn a Baccalaureate degree directly from your program or through an agreement with another institution?	60.4	60.4
Does the education program encourage faculty who only teach didactic courses to participate in patient care outside of instructional time to maintain clinical skills?	45.3	58.9
Is your program interested in affiliating with an international respiratory therapist education program?	32.5	41.3
If any current or potential program faculty wanted to seek tenure within your institution, could a tenure-track position be made available to them?	32.1	39.8
Have you had recent difficulty recruiting faculty for your program?	30.2	36.4

	Estimates for Affirmative (Yes) Responses?	
	Low	High
Is your program open to exploring consortium agreements with other respiratory therapy programs to help contain costs incurred due to the COVID pandemic?	27.4	35.6
Has the COVID pandemic encouraged your program to offer a new remote degree advancement option?	11.3	11.4
Did your program reduce staff in response to the COVID pandemic	8.0	10.2
Was graduation of a cohort delayed due to the COVID pandemic	7.5	9.6
Can graduates from your program earn a Master's degree?	7.5	7.5

Appendix A. Human Resource Survey of Education Programs

2020 AARC Human Resource Study of Education Programs

This survey is best viewed on a laptop or personal computer.

1

Program Information

1. **What is the zip code for this program?**

2. **What best describes the type of institution in which the program is sponsored?**

- Military
- Public (taxpayer and tuition supported)
- Private (tuition and endowment supported)
- Public/private consortium
- Proprietary (for-profit)

3. **Within what type of institution is your program(s) based?**

- 2-year Community/Vocational College
- 4-year College/University

4. **Can graduates from your program earn an Associates degree?**

- Yes
- No

* 5. **Can graduates earn a Baccalaureate degree directly from your program OR through an agreement with another institution?**

- Yes
- No

Type of Baccalaureate Degree

6. **What type of baccalaureate degree does your program offer?**

Select all that apply.

	Entry to Practice	Degree Advancement
Directly From My Institution - Online	☐	☐
Through An Agreement With Another Institution - Online	☐	☐
Directly From My Institution - On Campus	☐	☐
Through An Agreement With Another Institution - On campus	☐	☐

Masters Degree

* 7. **Does your progam offer a Master's degree in Respiratory Therapy?**

- ◯ Yes
- ◯ No

Type of Masters Degree

8. **What type of Masters degree does your program offer?**

Select all that apply.

	Entry to Practice	Degree Advancement
Directly From My Institution - Online	☐	☐
Through An Agreement With Another Institution - Online	☐	☐
Directly From My Institution - On Campus	☐	☐
Through An Agreement With Another Institution - On campus	☐	☐

9. **Does your program plan to seek an articulation agreement with another institution through which students may earn a higher degree in Respiratory Therapy?**

- ◯ Yes
- ◯ No
- ◯ We already have at least one agreement.

* 10. **Has the COVID pandemic encouraged your program to offer a new remote degree advancement option?**

- ◯ Yes
- ◯ No

11. **What type of remote degree advancement program is being considered?**

Select all that apply.

- [ ] Bachelor's degree
- [ ] Masters degree
- [ ] Doctoral degree

FTEs

12. **How many FTEs were assigned to the following positions within the program *during the 2015 academic year*?**

Please use the following table as a guide:

Hours/Week (range)	FTEs
37 or more	1.0
29-36	0.8
21-28	0.6
13-20	0.4
5-12	0.2

Program Director (e.g., 1.0)

Director of Clinical Education (e.g., 1.0)

Instructors (e.g., 2.6)

13. **How many FTEs were assigned to the following positions within the program *during the 2019 academic year*?**

Please use the following table as a guide:

Hours/Week (range)	FTEs
37 or more	1.0
29-36	0.8
21-28	0.6
13-20	0.4
5-12	0.2

Program Director (e.g., 1.0)

Director of Clinical Education (e.g., 1.0)

Instructors (e.g., 2.6)

14. **How many FTEs will be assigned to the following positions within the program *during the 2022 academic year*?**

Please use the following table as a guide:

Hours/Week (range)	FTEs
37 or more	1.0
29-36	0.8
21-28	0.6
13-20	0.4
5-12	0.2

Program Director (e.g., 1.0)

Director of Clinical Education (e.g., 1.0)

Instructors (e.g., 2.6)

Position Information

15. **Please provide the following information for positions paid by the program:**

	Months of Service Per Year	Hours Contracted Per Week	Academic Rank	Highest Degree	Pursuing Higher Degree	Educational Responsibility	Years of Experience in Education
Program Director							
Director of Clinical Education							
Faculty Member 1							
Faculty Member 2							
Faculty Member 3							
Faculty Member 4							
Faculty Member 5							
Faculty Member 6							
Faculty Member 7							
Faculty Member 8							
Faculty Member 9							
Faculty Member 10							

16. **Please specify the credentials held by faculty members.**

Select all that apply.

	CRT	RRT	NPS	CPFT/RPFT	ACCS	SDS	AE-C	CTTS	CHSE
Program Director	☐	☐	☐	☐	☐	☐	☐	☐	☐
Director of Clinical Education	☐	☐	☐	☐	☐	☐	☐	☐	☐
Faculty Member 1	☐	☐	☐	☐	☐	☐	☐	☐	☐
Faculty Member 2	☐	☐	☐	☐	☐	☐	☐	☐	☐
Faculty Member 3	☐	☐	☐	☐	☐	☐	☐	☐	☐
Faculty Member 4	☐	☐	☐	☐	☐	☐	☐	☐	☐
Faculty Member 5	☐	☐	☐	☐	☐	☐	☐	☐	☐
Faculty Member 6	☐	☐	☐	☐	☐	☐	☐	☐	☐
Faculty Member 7	☐	☐	☐	☐	☐	☐	☐	☐	☐
Faculty Member 8	☐	☐	☐	☐	☐	☐	☐	☐	☐
Faculty Member 9	☐	☐	☐	☐	☐	☐	☐	☐	☐
Faculty Member 10	☐	☐	☐	☐	☐	☐	☐	☐	☐

17. **Please provide the <u>annual</u> earnings for positions paid by the program.**

Exclude the dollar sign ($) and comma from your response, e.g., 72000.

Program Director ______

Director of Clinical Education ______

Faculty Member 1 ______

Faculty Member 2 ______

Faculty Member 3 ______

Faculty Member 4 ______

Faculty Member 5 ______

Faculty Member 6 ______

Faculty Member 7 ______

Faculty Member 8 ______

Faculty Member 9 ______

Faculty Member 10 ______

Tenure

18. **If any current or potential program faculty wanted to seek tenure within your institution, could a tenure-track position be made available to them?**

- Yes
- No

19. **Provide the following information regarding tenure for positions paid by the program:**

	Has this person received tenure?	For how many more years does this person intend to remain in Respiratory Care education?
Program Director		
Director of Clinical Education		
Faculty member 1		
Faculty member 2		
Faculty member 3		
Faculty member 4		
Faculty member 5		
Faculty member 6		
Faculty member 7		
Faculty member 8		
Faculty member 9		
Faculty member 10		

Recruitment

* 20. **Have you had recent difficulty recruiting faculty for your program?**

- ◯ Yes
- ◯ No

Recruitment

21. **What reasons contributed to the difficulty you experienced in recruiting faculty?**

Select all that apply.

- ☐ The applicants did not meet academic preparation requirements.
- ☐ The salary we could offer was not sufficient.
- ☐ The applicants lacked teaching experience.
- ☐ Other (please specify)

Graduation Rate

22. **How many students have graduated or do you expected to graduate from your programs?**

	Entry-to-Practice	Degree Advancement
Graduated in 2018		
Graduated in 2019		
Expected to Graduate in 2020		

23. **Please respond to the following questions for the last class of students who graduated from your entry-to-practice program:**

What was the CoARC-approved capacity of the program to accept students?

How many students were accepted?

How many students graduated?

Students

24. **Please rank the following barriers to accepting more students into the program in order of significance:**

	1 - Least Significant	2	3	4	5	6 - Most Significant
Additional faculty are unavailable	○	○	○	○	○	○
Competition from other respiratory therapy programs	○	○	○	○	○	○
Funding to expand program capacity is unavailable	○	○	○	○	○	○
Insufficient classroom/lab space	○	○	○	○	○	○
Insufficient space for clinical experiences	○	○	○	○	○	○

Please specify any other barriers.

25. **A decade ago, what percentages of students in the entry-to-practice program fell into the following two groups?**

Please type your numeric responses without the percent sign (e.g., 25 not 25%) in the boxes below. Your responses must sum to 100.

Traditional - continuously enrolled since high school

Non-Traditional - coming from the workforce

26. **Recently, what percentages of students in the entry-to-practice program have fallen into the following two groups?**

Please type your numeric responses without the percent sign (e.g., 25 not 25%) in the boxes below. Your responses must sum to 100.

Traditional - continuously enrolled since high school

Non-Traditional - coming from the workforce

27. **In what venues do students in your program receive clinical training?**

Select all that apply.

- [ ] Acute care hospitals (Adult, Pediatric)
- [ ] Clinics (Asthma, COPD, Cystic Fibrosis, etc.)
- [ ] Diagnostic labs
- [ ] Home care/DME
- [ ] Long-term care facilities (SNF, LTACH)
- [ ] Physician's offices
- [ ] Rehab (Pulmonary, Cardiac)
- [ ] Sleep centers/labs
- [ ] Urgent care centers
- [ ] Other (please specify)

28. **To increase awareness of respiratory care career opportunities, in what ongoing recruitment efforts does your program participate within the community?**

Select all that apply.

- [ ] Health fairs
- [ ] High school visits
- [ ] HOSA (Formerly known as Health Occupation Student Association)
- [ ] Other (please specify)

Program Content

What percentage of the didactic content of your respiratory therapy program(s) was, is, or will be accessible through distance learning instructional technology?

29. **5 years ago**

30. **present**

31. **5 years from now**

32. **Is your program interested in affiliating with an international respiratory therapist education program?**

- Yes
- No

33. **Does the education program encourage faculty who only teach didactic courses to participate in patient care outside of instructional time to maintain clinical skills?**

- Yes
- No

COVID-19 Pandemic

34. **Was the graduation of a cohort delayed due to the COVID pandemic?**

- Yes
- No

35. **Did your program start using or increase usage of virtual simuations in response to the COVID pandemic?**

- Yes
- No

36. **If your institution moved to remote learning due to the COVID pandemic, does your program plan to continue remote delivery of some didactic courses even under a contingency in which students return to campus?**

- Yes
- No

37. **Is your program open to exploring consortium agreements with other respiratory therapy programs to help contain costs incurred due to the COVID pandemic?**

- Yes
- No

38. **While administering tests online during the COVID pandemic, did the program encounter new academic integrity challenges?**

- Yes
- No

* 39. **Did your program reduce staff in response to the COVID pandemic?**

- Yes
- No

COVID-19 Pandemic - Reduced Staff

40. **Which types of staff were impacted by the reduction?**

Select all that apply.

- [ ] Full-time faculty
- [ ] Part-time faculty
- [ ] Preceptors

For submitting a **completed** survey, you are eligible to register for a drawing. The winner will receive one complimentary year of AARC active membership.

Your survey responses will not be associated with your personal information.

41. **If you would like to register for the drawing, please provide your contact information.**

Name:

Email Address:

Phone Number:

Conclusion

Thank you for completing the AARC Human Resource Survey for Education Programs!

Appendix B. Contents of the Study Solicitations and Social Media Posts

Email invitation

Dear [%name | Default Value%] [%credentials | Default Value%],

The AARC is conducting a human resource study of the respiratory therapist workforce. Accurate information about respiratory therapists and the places they work is critical for identifying workforce trends. Your assistance with this project is vital.

You should be able to complete the survey within 20 minutes. Survey participants can register to win an active AARC membership for one year.

Click on the link below to respond to the survey for your education program. If you have questions or experience difficulties, contact Jennifer Benavente (AARC.EdProg@nbrc.org).

Link to Education Program Survey

You are also encouraged to complete a survey of individual therapists and to share the opportunity with your faculty and alumni. Please share the link below:

https://www.surveymonkey.com/r/AARCTherapistSurvey2020

Both surveys will be available until **Sunday, September 27th**. Your assistance with this project is deeply appreciated.

Karen S. Schell

Karen Schell, DHSc, RRT, RRT-NPS, RRT-SDS, RPFT, RPSGT, AE-C, CTTS

Posted on AARConnect Education section on 9/1

Sept 1 - AARC Human Resources Survey: Program Directors should have received the invitation today. If you are a new PD, this might be your first time filling it out - so I want to encourage you all to complete this important survey. This is the AARC conducting a human resource study of the respiratory therapist workforce. Accurate information about respiratory therapists and the places they work (like Education) is critical for identifying workforce trends. Your assistance with this project is vital!
I have referenced the results of the AARC HR survey over the course of my career for so many reasons: class, research and especially when discussing personnel and resources with by School Director/Dean. The data produced assists you greatly in discussions with your Administration.

Let's all do our part -- make time for the survey in your schedule before it closes on Sept 27th. You should be able to complete the survey within 20 minutes. Survey participants can register to win an active AARC membership for one year.

Emailed reminder to PDs via SendGrid 9/14

AMERICAN ASSOCIATION FOR RESPIRATORY CARE
AARC

Dear [%name | Default Value%] [%credentials | Default Value%],

If you have already completed the AARC Education Program survey, we thank you for your time! If you haven't yet, please read on.

The AARC is conducting a human resource study of the respiratory therapist workforce. Accurate information about respiratory therapists and the places they work is critical for identifying workforce trends. Your assistance with this project is vital.

You should be able to complete the survey within 20 minutes. Survey participants can register to win an active AARC membership for one year.

Click on the link below to respond to the survey for your education program. If you have questions or experience difficulties, contact Jennifer Benavente (AARC.EdProg@nbrc.org).

Link to Education Program Survey

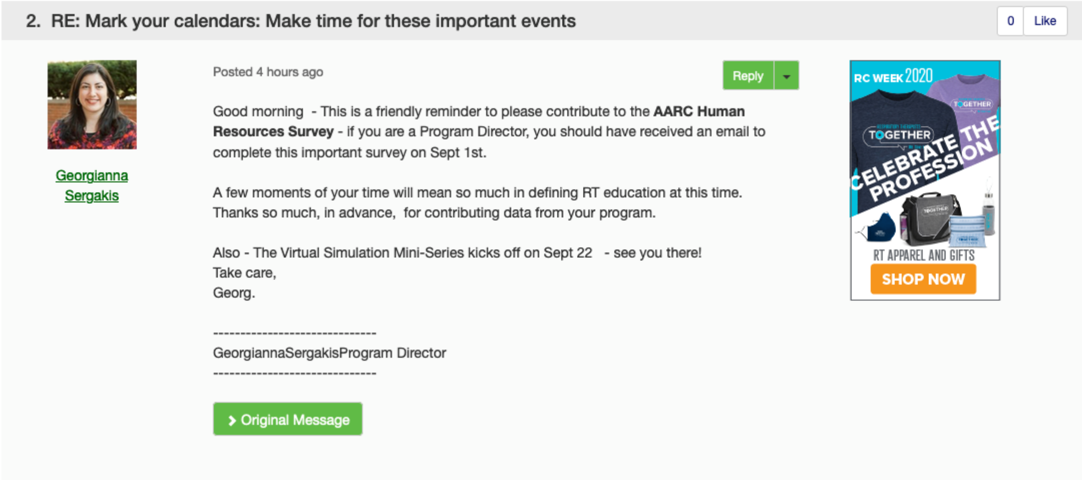
https://www.surveymonkey.com/r/AARCTherapistSurvey2020

Both surveys will be available until **Sunday, September 27th**. Your assistance with this project is deeply appreciated.

Karen S. Schell

Karen Schell, DHSc, RRT, RRT-NPS, RRT-SDS, RPFT, RPSGT, AE-C, CTTS

- Posted on AARConnect Education section on 9/15



2. RE: Mark your calendars: Make time for these important events

0 Like

Georgianna Sergakis

Posted 4 hours ago

Reply

Good morning - This is a friendly reminder to please contribute to the **AARC Human Resources Survey** - if you are a Program Director, you should have received an email to complete this important survey on Sept 1st.

A few moments of your time will mean so much in defining RT education at this time. Thanks so much, in advance, for contributing data from your program.

Also - The Virtual Simulation Mini-Series kicks off on Sept 22 - see you there!
Take care,
Georg.

GeorgiannaSergakisProgram Director

Original Message

- Reminder sent to Program Directors by CoARC on 9/16
- Deadline extension sent to PDs by AARC on 9/30

Dear Fellow Program Directors,

We need your input! The **AARC Human Resources Survey participation deadline has been extended until October 11**. This gives you some extra time to participate. Our participation as Program Directors will allow for an accurate presentation of the state of RT Education.

Pro Tip! Before you participate – you will need to gather information about the following aspects of your program:

- Your data from the three most recent graduating classes (get your CoARC Annual Report out for easy location of this information)
- The information about your Faculty (Education level, FTE (hours per week and months per year, salary)

The information gathered from this survey is invaluable. I have used the data from the AARC Human Resources Survey to advocate for my program – and if we all contribute our data, we will have a strong representation of the current state.

Thanks, in advance for taking the time to participate.

Take care,
Georg

TAKE THE SURVEY

The survey will be available until Sunday, October 11, 2020.

Results from this survey will be available to AARC members after collection and analysis.

Survey takers will be entered into a drawing. Prizes include AARC Congress 2020 LIVE! registrations and one-year memberships.

Your time and energy are valuable.
Thank you for all you do for the profession.

Appendix C. Frequency Tables

Table 56. Respondents by state

Return to Figure 1

		Respondents				Schools	
		Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent
Valid	AL	2	.9	1.0	1.0	6	1.4
	AK	0	.0	.0	1.0	0	0.0
	AZ	2	.9	1.0	1.9	5	1.2
	AR	3	1.4	1.4	3.3	7	1.6
	CA	14	6.6	6.7	10.0	36	8.3
	CO	1	.5	.5	10.5	4	0.9
	CT	5	2.4	2.4	12.9	5	1.2
	DC	0	.0	.0	12.9	1	0.2
	DE	0	.0	.0	12.9	2	0.5
	FL	17	8.0	8.1	21.1	26	6.0
	GA	5	2.4	2.4	23.4	16	3.7
	HI	2	.9	1.0	24.4	1	0.2
	ID	3	1.4	1.4	25.8	5	1.2
	IL	6	2.8	2.9	28.7	13	3.0
	IN	3	1.4	1.4	30.1	11	2.5
	IA	5	2.4	2.4	32.5	6	1.4
	KS	7	3.3	3.3	35.9	9	2.1
	KY	3	1.4	1.4	37.3	14	3.2
	LA	6	2.8	2.9	40.2	9	2.1
	ME	1	.5	.5	40.7	2	0.5
	MD	1	.5	.5	41.1	6	1.4
	MA	4	1.9	1.9	43.1	6	1.4
	MI	7	3.3	3.3	46.4	14	3.2
	MN	2	.9	1.0	47.4	5	1.2
	MS	7	3.3	3.3	50.7	9	2.1
	MO	6	2.8	2.9	53.6	9	2.1
	MT	1	.5	.5	54.1	2	0.5
	NE	2	.9	1.0	55.0	4	0.9
	NV	2	.9	1.0	56.0	3	0.7
	NH	2	.9	1.0	56.9	1	0.2

		Respondents				Schools	
		Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent
	NJ	4	1.9	1.9	58.9	4	0.9
	NM	2	.9	1.0	59.8	6	1.4
	NY	6	2.8	2.9	62.7	14	3.2
	NC	9	4.2	4.3	67.0	16	3.7
	ND	1	.5	.5	67.5	3	0.7
	OH	14	6.6	6.7	74.2	26	6.0
	OK	2	.9	1.0	75.1	6	1.4
	OR	2	.9	1.0	76.1	3	0.7
	PA	10	4.7	4.8	80.9	25	5.8
	RI	1	.5	.5	81.3	2	0.5
	SC	7	3.3	3.3	84.7	7	1.6
	SD	0	.0	.0	84.7	3	0.7
	TN	4	1.9	1.9	86.6	10	2.3
	TX	17	8.0	8.1	94.7	36	8.3
	UT	3	1.4	1.4	96.2	8	1.8
	VT	1	.5	.5	96.7	1	0.2
	VA	3	1.4	1.4	98.1	8	1.8
	WA	3	1.4	1.4	99.5	5	1.2
	WI	1	.5	.5	100.0	7	1.6
	WV	0	.0	.0	100.0	5	1.2
	WY	0	.0	.0	100.0	1	0.2
	Total	209	98.6	100.0		433*	100.0
Missing	System	3	1.4				
Total		212	100.0				

* In December 2020, The Commission on Accreditation for Respiratory Care's website listed 433 accredited respiratory care programs. However, some programs include multiple satellite campuses overseen by a single Program Director and therefore only 407 individuals were contacted.

Table 57. Schools by Region

Return to Figure 2

		Respondents			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Northeast	34	16.0	16.3	16.3
	South	86	40.6	41.1	57.4
	Midwest	54	25.5	25.8	83.3
	West	35	16.5	16.7	100.0
	Total	209	98.6	100.0	
Missing	System	3	1.4		
Total		212	100.0		

Table 58. Distribution by census division

Return to Figure 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - New England	14	6.6	6.7	6.7
	2 - Middle Atlantic	20	9.4	9.6	16.3
	3 - South Atlantic	42	19.8	20.1	36.4
	4 - East North Central	31	14.6	14.8	51.2
	5 - West North Central	23	10.8	11.0	62.2
	6 - East South Central	16	7.5	7.7	69.9
	7 - West South Central	28	13.2	13.4	83.3
	8 - Mountain	14	6.6	6.7	90.0
	9 - Pacific	21	9.9	10.0	100.0
	Total	209	98.6	100.0	
Missing	System	3	1.4		
Total		212	100.0		

Table 59. Funding source

Return to Figure 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public (taxpayer and tuition supported)	164	77.4	77.4	77.4
	Private (tuition and endowment supported)	23	10.8	10.8	88.2
	Public/private consortium	9	4.2	4.2	92.5
	Proprietary (for-profit)	16	7.5	7.5	100.0
	Total	212	100.0	100.0	

Table 60. Institution type

Return to Figure 5.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-year community/ vocational college	147	69.3	69.7	69.7
	4-year college/university	64	30.2	30.3	100.0
	Total	211	99.5	100.0	
Missing	System	1	.5		
Total		212	100.0		

Table 61. Availability of an associate's degree

Return to Figure 6.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	167	78.8	79.1	79.1
	No	44	20.8	20.9	100.0
	Total	211	99.5	100.0	
Missing	System	1	.5		
Total		212	100.0		

Table 62. Availability of a baccalaureate degree

Return to Figure 7.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	128	60.4	60.4	60.4
	No	84	39.6	39.6	100.0
	Total	212	100.0	100.0	

Table 63. Availability of a Master's degree

Return to Figure 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	7.5	7.5	7.5
	No	196	92.5	92.5	100.0
	Total	212	100.0	100.0	

Table 64. Plans to seek articulation agreement

Return to Figure 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	61	28.8	29.2	29.2
	No	76	35.8	36.4	65.6
	We already have at least one agreement.	72	34.0	34.4	100.0
	Total	209	98.6	100.0	
Missing	System	3	1.4		
Total		212	100.0		

Table 65. Considering remote degree advancement option

Return to Figure 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	11.3	11.4	11.4
	No	187	88.2	88.6	100.0
	Total	211	99.5	100.0	
Missing	System	1	.5		
Total		212	100.0		

Table 66. Academic rank – Program Directors

Return to Figure 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	45	21.2	25.7	25.7
	Assistant Professor	25	11.8	14.3	40.0
	Associate Professor	34	16.0	19.4	59.4
	Professor	38	17.9	21.7	81.1
	Does Not Apply	33	15.6	18.9	100.0
	Total	175	82.5	100.0	
Missing	System	37	17.5		
Total		212	100.0		

Table 67. Academic rank –Directors of Clinical Education

Return to Figure 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	64	30.2	36.8	36.8
	Assistant Professor	37	17.5	21.3	58.0
	Associate Professor	26	12.3	14.9	73.0
	Professor	16	7.5	9.2	82.2
	Does Not Apply	31	14.6	17.8	100.0
	Total	174	82.1	100.0	
Missing	System	38	17.9		
Total		212	100.0		

Table 68. Academic Rank – faculty member #1

Return to Figure 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	63	29.7	49.2	49.2
	Assistant Professor	15	7.1	11.7	60.9
	Associate Professor	15	7.1	11.7	72.7
	Professor	17	8.0	13.3	85.9
	Does Not Apply	18	8.5	14.1	100.0
	Total	128	60.4	100.0	
Missing	System	84	39.6		
Total		212	100.0		

Table 69. Academic Rank – faculty member #2

Return to Figure 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	45	21.2	52.3	52.3
	Assistant Professor	12	5.7	14.0	66.3
	Associate Professor	6	2.8	7.0	73.3
	Professor	5	2.4	5.8	79.1
	Does Not Apply	18	8.5	20.9	100.0
	Total	86	40.6	100.0	
Missing	System	126	59.4		
Total		212	100.0		

Table 70. Academic Rank – faculty member #3

Return to Figure 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	38	17.9	57.6	57.6
	Assistant Professor	7	3.3	10.6	68.2
	Associate Professor	2	.9	3.0	71.2
	Professor	3	1.4	4.5	75.8
	Does Not Apply	16	7.5	24.2	100.0
	Total	66	31.1	100.0	
Missing	System	146	68.9		
Total		212	100.0		

Table 71. Academic Rank – faculty member #4

Return to Figure 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	28	13.2	60.9	60.9
	Assistant Professor	6	2.8	13.0	73.9
	Associate Professor	1	.5	2.2	76.1
	Professor	1	.5	2.2	78.3
	Does Not Apply	10	4.7	21.7	100.0
	Total	46	21.7	100.0	
Missing	System	166	78.3		
Total		212	100.0		

Table 72. Academic Rank – faculty member #5

Return to Figure 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	18	8.5	58.1	58.1
	Assistant Professor	3	1.4	9.7	67.7
	Associate Professor	3	1.4	9.7	77.4
	Does Not Apply	7	3.3	22.6	100.0
	Total	31	14.6	100.0	
Missing	System	181	85.4		
Total		212	100.0		

Table 73. Academic Rank – faculty member #6

Return to Figure 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	17	8.0	68.0	68.0
	Assistant Professor	3	1.4	12.0	80.0
	Associate Professor	1	.5	4.0	84.0
	Does Not Apply	4	1.9	16.0	100.0
	Total	25	11.8	100.0	
Missing	System	187	88.2		
Total		212	100.0		

Table 74. Academic Rank – faculty member #7

Return to Figure 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	12	5.7	70.6	70.6
	Assistant Professor	1	.5	5.9	76.5
	Associate Professor	2	.9	11.8	88.2
	Does Not Apply	2	.9	11.8	100.0
	Total	17	8.0	100.0	
Missing	System	195	92.0		
Total		212	100.0		

Table 75. Academic Rank – faculty member #8

Return to Figure 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	9	4.2	69.2	69.2
	Assistant Professor	2	.9	15.4	84.6
	Professor	1	.5	7.7	92.3
	Does Not Apply	1	.5	7.7	100.0
	Total	13	6.1	100.0	
Missing	System	199	93.9		
Total		212	100.0		

Table 76. Academic Rank – faculty member #9

Return to Figure 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	7	3.3	87.5	87.5
	Professor	1	.5	12.5	100.0
	Total	8	3.8	100.0	
Missing	System	204	96.2		
Total		212	100.0		

Table 77. Academic Rank – faculty member #10

Return to Figure 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructor	7	3.3	100.0	100.0
Missing	System	205	96.7		
Total		212	100.0		

Table 78. Highest Degree – Program Directors

Return to Figure 17.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Baccalaureate	32	15.1	18.7	18.7
	Masters	94	44.3	55.0	73.7
	Masters+30/Specialist	11	5.2	6.4	80.1
	Doctorate	34	16.0	19.9	100.0
	Total	171	80.7	100.0	
Missing	System	41	19.3		
Total		212	100.0		

Table 79. Highest Degree –Directors of Clinical Education

Return to Figure 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associates	3	1.4	1.8	1.8
	Baccalaureate	57	26.9	33.7	35.5
	Masters	86	40.6	50.9	86.4
	Masters+30/Specialist	11	5.2	6.5	92.9
	Doctorate	12	5.7	7.1	100.0
	Total	169	79.7	100.0	
Missing	System	43	20.3		
Total		212	100.0		

Table 80. Highest Degree – faculty member #1

Return to Figure 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associates	17	8.0	13.5	13.5
	Baccalaureate	42	19.8	33.3	46.8
	Masters	41	19.3	32.5	79.4
	Masters+30/Specialist	5	2.4	4.0	83.3
	Doctorate	21	9.9	16.7	100.0
	Total	126	59.4	100.0	
Missing	System	86	40.6		
Total		212	100.0		

Table 81. Highest Degree – faculty member #2

Return to Figure 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associates	22	10.4	25.6	25.6
	Baccalaureate	29	13.7	33.7	59.3
	Masters	25	11.8	29.1	88.4
	Masters+30/Specialist	1	.5	1.2	89.5
	Doctorate	9	4.2	10.5	100.0
	Total	86	40.6	100.0	
Missing	System	126	59.4		
Total		212	100.0		

Table 82. Highest Degree – faculty member #3

Return to Figure 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associates	19	9.0	28.8	28.8
	Baccalaureate	18	8.5	27.3	56.1
	Masters	25	11.8	37.9	93.9
	Masters+30/Specialist	1	.5	1.5	95.5
	Doctorate	3	1.4	4.5	100.0
	Total	66	31.1	100.0	
Missing	System	146	68.9		
Total		212	100.0		

Table 83. Highest Degree – faculty member #4

Return to Figure 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associates	14	6.6	31.1	31.1
	Baccalaureate	18	8.5	40.0	71.1
	Masters	10	4.7	22.2	93.3
	Doctorate	3	1.4	6.7	100.0
	Total	45	21.2	100.0	
Missing	System	167	78.8		
Total		212	100.0		

Table 84. Highest Degree – faculty member #5

Return to Figure 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associates	14	6.6	45.2	45.2
	Baccalaureate	9	4.2	29.0	74.2
	Masters	3	1.4	9.7	83.9
	Doctorate	5	2.4	16.1	100.0
	Total	31	14.6	100.0	
Missing	System	181	85.4		
Total		212	100.0		

Table 85. Highest Degree – faculty member #6

Return to Figure 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associates	7	3.3	28.0	28.0
	Baccalaureate	10	4.7	40.0	68.0
	Masters	6	2.8	24.0	92.0
	Doctorate	2	.9	8.0	100.0
	Total	25	11.8	100.0	
Missing	System	187	88.2		
Total		212	100.0		

Table 86. Highest Degree – faculty member #7

Return to Figure 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associates	4	1.9	23.5	23.5
	Baccalaureate	8	3.8	47.1	70.6
	Masters	2	.9	11.8	82.4
	Doctorate	3	1.4	17.6	100.0
	Total	17	8.0	100.0	
Missing	System	195	92.0		
Total		212	100.0		

Table 87. Highest Degree – faculty member #8

Return to Figure 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associates	4	1.9	30.8	30.8
	Baccalaureate	6	2.8	46.2	76.9
	Doctorate	3	1.4	23.1	100.0
	Total	13	6.1	100.0	
Missing	System	199	93.9		
Total		212	100.0		

Table 88. Highest Degree – faculty member #9

Return to Figure 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associates	1	.5	12.5	12.5
	Baccalaureate	5	2.4	62.5	75.0
	Masters	1	.5	12.5	87.5
	Doctorate	1	.5	12.5	100.0
	Total	8	3.8	100.0	
Missing	System	204	96.2		
Total		212	100.0		

Table 89. Highest Degree – faculty member #10

Return to Figure 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associates	2	.9	28.6	28.6
	Baccalaureate	2	.9	28.6	57.1
	Masters	2	.9	28.6	85.7
	Doctorate	1	.5	14.3	100.0
	Total	7	3.3	100.0	
Missing	System	205	96.7		
Total		212	100.0		

Table 90. Pursuing Higher Degree – Program Directors

Return to Figure 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	18.9	24.8	24.8
	No	121	57.1	75.2	100.0
	Total	161	75.9	100.0	
Missing	System	51	24.1		
Total		212	100.0		

Table 91. Pursuing Higher Degree –Directors of Clinical Education

Return to Figure 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	22.2	29.2	29.2
	No	114	53.8	70.8	100.0
	Total	161	75.9	100.0	
Missing	System	51	24.1		
Total		212	100.0		

Table 92. Pursuing Higher Degree –faculty member #1

Return to Figure 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	12.3	21.5	21.5
	No	95	44.8	78.5	100.0
	Total	121	57.1	100.0	
Missing	System	91	42.9		
Total		212	100.0		

Table 93. Pursuing Higher Degree –faculty member #2

Return to Figure 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	10.4	26.5	26.5
	No	61	28.8	73.5	100.0
	Total	83	39.2	100.0	
Missing	System	129	60.8		
Total		212	100.0		

Table 94. Pursuing Higher Degree –faculty member #3

Return to Figure 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	4.7	15.9	15.9
	No	53	25.0	84.1	100.0
	Total	63	29.7	100.0	
Missing	System	149	70.3		
Total		212	100.0		

Table 95. Pursuing Higher Degree –faculty member #4

Return to Figure 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	3.3	15.6	15.6
	No	38	17.9	84.4	100.0
	Total	45	21.2	100.0	
Missing	System	167	78.8		
Total		212	100.0		

Table 96. Pursuing Higher Degree –faculty member #5

Return to Figure 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	2.8	20.0	20.0
	No	24	11.3	80.0	100.0
	Total	30	14.2	100.0	
Missing	System	182	85.8		
Total		212	100.0		

Table 97. Pursuing Higher Degree –faculty member #6

Return to Figure 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	1.9	16.0	16.0
	No	21	9.9	84.0	100.0
	Total	25	11.8	100.0	
Missing	System	187	88.2		
Total		212	100.0		

Table 98. Pursuing Higher Degree –faculty member #7

Return to Figure 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	1.9	23.5	23.5
	No	13	6.1	76.5	100.0
	Total	17	8.0	100.0	
Missing	System	195	92.0		
Total		212	100.0		

Table 99. Pursuing Higher Degree –faculty member #8

Return to Figure 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	.9	15.4	15.4
	No	11	5.2	84.6	100.0
	Total	13	6.1	100.0	
Missing	System	199	93.9		
Total		212	100.0		

Table 100. Pursuing Higher Degree –faculty member #9

Return to Figure 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	3.8	100.0	100.0
Missing	System	204	96.2		
Total		212	100.0		

Table 101. Pursuing Higher Degree –faculty member #10

Return to Figure 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	3.3	100.0	100.0
Missing	System	205	96.7		
Total		212	100.0		

Table 102. Educational Responsibility – Program Directors

Return to Figure 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	2	.9	1.2	1.2
	Didactic	81	38.2	47.6	48.8
	Clinical and Didactic	87	41.0	51.2	100.0
	Total	170	80.2	100.0	
Missing	System	42	19.8		
Total		212	100.0		

Table 103. Educational Responsibility –Directors of Clinical Education

Return to Figure 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	13	6.1	7.7	7.7
	Didactic	5	2.4	3.0	10.7
	Clinical and Didactic	150	70.8	89.3	100.0
	Total	168	79.2	100.0	
Missing	System	44	20.8		
Total		212	100.0		

Table 104. Educational Responsibility –faculty member #1

Return to Figure 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	20	9.4	16.0	16.0
	Didactic	48	22.6	38.4	54.4
	Clinical and Didactic	57	26.9	45.6	100.0
	Total	125	59.0	100.0	
Missing	System	87	41.0		
Total		212	100.0		

Table 105. Educational Responsibility –faculty member #2

Return to Figure 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	26	12.3	30.2	30.2
	Didactic	24	11.3	27.9	58.1
	Clinical and Didactic	36	17.0	41.9	100.0
	Total	86	40.6	100.0	
Missing	System	126	59.4		
Total		212	100.0		

Table 106. Educational Responsibility –faculty member #3

Return to Figure 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	26	12.3	39.4	39.4
	Didactic	16	7.5	24.2	63.6
	Clinical and Didactic	24	11.3	36.4	100.0
	Total	66	31.1	100.0	
Missing	System	146	68.9		
Total		212	100.0		

Table 107. Educational Responsibility –faculty member #4

Return to Figure 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	22	10.4	47.8	47.8
	Didactic	8	3.8	17.4	65.2
	Clinical and Didactic	16	7.5	34.8	100.0
	Total	46	21.7	100.0	
Missing	System	166	78.3		
Total		212	100.0		

Table 108. Educational Responsibility –faculty member #5

Return to Figure 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	19	9.0	61.3	61.3
	Didactic	6	2.8	19.4	80.6
	Clinical and Didactic	6	2.8	19.4	100.0
	Total	31	14.6	100.0	
Missing	System	181	85.4		
Total		212	100.0		

Table 109. Educational Responsibility –faculty member #6

Return to Figure 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	14	6.6	56.0	56.0
	Didactic	4	1.9	16.0	72.0
	Clinical and Didactic	7	3.3	28.0	100.0
	Total	25	11.8	100.0	
Missing	System	187	88.2		
Total		212	100.0		

Table 110. Educational Responsibility –faculty member #7

Return to Figure 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	11	5.2	64.7	64.7
	Didactic	3	1.4	17.6	82.4
	Clinical and Didactic	3	1.4	17.6	100.0
	Total	17	8.0	100.0	
Missing	System	195	92.0		
Total		212	100.0		

Table 111. Educational Responsibility –faculty member #8

Return to Figure 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	9	4.2	69.2	69.2
	Didactic	1	.5	7.7	76.9
	Clinical and Didactic	3	1.4	23.1	100.0
	Total	13	6.1	100.0	
Missing	System	199	93.9		
Total		212	100.0		

Table 112. Educational Responsibility –faculty member #9

Return to Figure 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	6	2.8	75.0	75.0
	Clinical and Didactic	2	.9	25.0	100.0
	Total	8	3.8	100.0	
Missing	System	204	96.2		
Total		212	100.0		

Table 113. Educational Responsibility –faculty member #10

Return to Figure 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clinical	6	2.8	85.7	85.7
	Clinical and Didactic	1	.5	14.3	100.0
	Total	7	3.3	100.0	
Missing	System	205	96.7		
Total		212	100.0		

Table 114. Years of Experience - Program Director

Return to Figure 23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.5	.6	.6
	2.00	2	.9	1.2	1.8
	3.00	2	.9	1.2	3.0
	4.00	4	1.9	2.4	5.3
	5.00	4	1.9	2.4	7.7
	6.00	7	3.3	4.1	11.8
	7.00	9	4.2	5.3	17.2
	8.00	5	2.4	3.0	20.1
	9.00	2	.9	1.2	21.3
	10.00	14	6.6	8.3	29.6
	11.00	7	3.3	4.1	33.7
	12.00	9	4.2	5.3	39.1
	13.00	6	2.8	3.6	42.6
	14.00	6	2.8	3.6	46.2
	15.00	7	3.3	4.1	50.3
	16.00	4	1.9	2.4	52.7
	17.00	5	2.4	3.0	55.6
	18.00	6	2.8	3.6	59.2
	19.00	1	.5	.6	59.8
	20.00	15	7.1	8.9	68.6
	22.00	6	2.8	3.6	72.2
	23.00	3	1.4	1.8	74.0
	24.00	2	.9	1.2	75.1
	25.00	10	4.7	5.9	81.1
	26.00	3	1.4	1.8	82.8
	27.00	1	.5	.6	83.4
	28.00	4	1.9	2.4	85.8
	29.00	1	.5	.6	86.4
	30.00	4	1.9	2.4	88.8
	32.00	1	.5	.6	89.3
	33.00	1	.5	.6	89.9
	35.00	2	.9	1.2	91.1
	36.00	3	1.4	1.8	92.9
	38.00	4	1.9	2.4	95.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	40.00	4	1.9	2.4	97.6
	44.00	1	.5	.6	98.2
	45.00	1	.5	.6	98.8
	46.00	1	.5	.6	99.4
	48.00	1	.5	.6	100.0
	Total	169	79.7	100.0	
Missing	System	43	20.3		
Total		212	100.0		

Table 115. Years of Experience – Director of Clinical Education

Return to Figure 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	4	1.9	2.4	2.4
	1.00	8	3.8	4.8	7.2
	2.00	9	4.2	5.4	12.6
	3.00	12	5.7	7.2	19.8
	4.00	14	6.6	8.4	28.1
	5.00	11	5.2	6.6	34.7
	6.00	8	3.8	4.8	39.5
	7.00	2	.9	1.2	40.7
	8.00	8	3.8	4.8	45.5
	9.00	7	3.3	4.2	49.7
	10.00	22	10.4	13.2	62.9
	11.00	2	.9	1.2	64.1
	12.00	8	3.8	4.8	68.9
	13.00	2	.9	1.2	70.1
	14.00	7	3.3	4.2	74.3
	15.00	15	7.1	9.0	83.2
	16.00	1	.5	.6	83.8
	18.00	1	.5	.6	84.4
	19.00	2	.9	1.2	85.6
	20.00	4	1.9	2.4	88.0
	22.00	2	.9	1.2	89.2
	23.00	1	.5	.6	89.8
	25.00	3	1.4	1.8	91.6

		Frequency	Percent	Valid Percent	Cumulative Percent
	30.00	4	1.9	2.4	94.0
	32.00	2	.9	1.2	95.2
	35.00	2	.9	1.2	96.4
	38.00	1	.5	.6	97.0
	40.00	4	1.9	2.4	99.4
	42.00	1	.5	.6	100.0
	Total	167	78.8	100.0	
Missing	System	45	21.2		
Total		212	100.0		

Table 116. Years of Experience – faculty member #1

Return to Figure 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	3	1.4	2.4	2.4
	1.00	2	.9	1.6	4.1
	2.00	7	3.3	5.7	9.8
	3.00	12	5.7	9.8	19.5
	4.00	6	2.8	4.9	24.4
	5.00	15	7.1	12.2	36.6
	6.00	10	4.7	8.1	44.7
	7.00	4	1.9	3.3	48.0
	8.00	5	2.4	4.1	52.0
	9.00	1	.5	.8	52.8
	10.00	7	3.3	5.7	58.5
	12.00	4	1.9	3.3	61.8
	13.00	1	.5	.8	62.6
	14.00	2	.9	1.6	64.2
	15.00	4	1.9	3.3	67.5
	16.00	3	1.4	2.4	69.9
	18.00	4	1.9	3.3	73.2
	19.00	2	.9	1.6	74.8
	20.00	7	3.3	5.7	80.5
	22.00	1	.5	.8	81.3
	23.00	1	.5	.8	82.1
	25.00	6	2.8	4.9	87.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	28.00	1	.5	.8	87.8
	30.00	7	3.3	5.7	93.5
	32.00	2	.9	1.6	95.1
	34.00	1	.5	.8	95.9
	35.00	3	1.4	2.4	98.4
	38.00	1	.5	.8	99.2
	40.00	1	.5	.8	100.0
	Total	123	58.0	100.0	
Missing	System	89	42.0		
Total		212	100.0		

Table 117. Years of Experience – faculty member #2

Return to Figure 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	.9	2.4	2.4
	1.00	3	1.4	3.6	6.0
	2.00	5	2.4	6.0	11.9
	3.00	8	3.8	9.5	21.4
	4.00	7	3.3	8.3	29.8
	5.00	10	4.7	11.9	41.7
	6.00	5	2.4	6.0	47.6
	7.00	3	1.4	3.6	51.2
	8.00	2	.9	2.4	53.6
	9.00	2	.9	2.4	56.0
	10.00	9	4.2	10.7	66.7
	11.00	2	.9	2.4	69.0
	12.00	8	3.8	9.5	78.6
	13.00	1	.5	1.2	79.8
	14.00	4	1.9	4.8	84.5
	15.00	2	.9	2.4	86.9
	16.00	2	.9	2.4	89.3
	20.00	2	.9	2.4	91.7
	21.00	1	.5	1.2	92.9
	25.00	2	.9	2.4	95.2
	27.00	1	.5	1.2	96.4

		Frequency	Percent	Valid Percent	Cumulative Percent
	28.00	1	.5	1.2	97.6
	30.00	1	.5	1.2	98.8
	40.00	1	.5	1.2	100.0
	Total	84	39.6	100.0	
Missing	System	128	60.4		
Total		212	100.0		

Table 118. Years of Experience – faculty member #2

Return to Figure 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	3	1.4	4.6	4.6
	1.00	10	4.7	15.4	20.0
	2.00	8	3.8	12.3	32.3
	3.00	6	2.8	9.2	41.5
	4.00	6	2.8	9.2	50.8
	5.00	11	5.2	16.9	67.7
	6.00	1	.5	1.5	69.2
	7.00	1	.5	1.5	70.8
	8.00	1	.5	1.5	72.3
	9.00	1	.5	1.5	73.8
	10.00	3	1.4	4.6	78.5
	12.00	4	1.9	6.2	84.6
	14.00	1	.5	1.5	86.2
	15.00	3	1.4	4.6	90.8
	20.00	1	.5	1.5	92.3
	25.00	2	.9	3.1	95.4
	30.00	2	.9	3.1	98.5
	33.00	1	.5	1.5	100.0
	Total	65	30.7	100.0	
Missing	System	147	69.3		
Total		212	100.0		

Table 119. Years of Experience – faculty member #4

Return to Figure 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	3	1.4	6.5	6.5
	1.00	4	1.9	8.7	15.2
	2.00	12	5.7	26.1	41.3
	3.00	4	1.9	8.7	50.0
	4.00	2	.9	4.3	54.3
	5.00	4	1.9	8.7	63.0
	6.00	2	.9	4.3	67.4
	7.00	1	.5	2.2	69.6
	10.00	3	1.4	6.5	76.1
	11.00	1	.5	2.2	78.3
	14.00	1	.5	2.2	80.4
	17.00	1	.5	2.2	82.6
	18.00	4	1.9	8.7	91.3
	20.00	3	1.4	6.5	97.8
	30.00	1	.5	2.2	100.0
	Total	46	21.7	100.0	
Missing	System	166	78.3		
Total		212	100.0		

Table 120. Years of Experience – faculty member #5

Return to Figure 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.5	3.2	3.2
	1.00	2	.9	6.5	9.7
	2.00	6	2.8	19.4	29.0
	3.00	2	.9	6.5	35.5
	4.00	4	1.9	12.9	48.4
	5.00	4	1.9	12.9	61.3
	6.00	1	.5	3.2	64.5
	8.00	1	.5	3.2	67.7
	10.00	5	2.4	16.1	83.9
	11.00	1	.5	3.2	87.1
	14.00	1	.5	3.2	90.3
	15.00	1	.5	3.2	93.5
	16.00	1	.5	3.2	96.8

		Frequency	Percent	Valid Percent	Cumulative Percent
	25.00	1	.5	3.2	100.0
	Total	31	14.6	100.0	
Missing	System	181	85.4		
Total		212	100.0		

Table 121. Years of Experience – faculty member #6

Return to Figure 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	.9	8.3	8.3
	1.00	1	.5	4.2	12.5
	2.00	2	.9	8.3	20.8
	3.00	4	1.9	16.7	37.5
	4.00	4	1.9	16.7	54.2
	5.00	1	.5	4.2	58.3
	7.00	1	.5	4.2	62.5
	8.00	3	1.4	12.5	75.0
	10.00	2	.9	8.3	83.3
	11.00	1	.5	4.2	87.5
	22.00	1	.5	4.2	91.7
	30.00	1	.5	4.2	95.8
	50.00	1	.5	4.2	100.0
	Total	24	11.3	100.0	
Missing	System	188	88.7		
Total		212	100.0		

Table 122. Years of Experience – faculty member #7

Return to Figure 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	.9	11.8	11.8
	1.00	1	.5	5.9	17.6
	3.00	2	.9	11.8	29.4
	4.00	2	.9	11.8	41.2
	5.00	2	.9	11.8	52.9
	10.00	2	.9	11.8	64.7
	12.00	1	.5	5.9	70.6
	15.00	1	.5	5.9	76.5
	23.00	1	.5	5.9	82.4
	25.00	1	.5	5.9	88.2
	30.00	1	.5	5.9	94.1
	40.00	1	.5	5.9	100.0
	Total	17	8.0	100.0	
Missing	System	195	92.0		
Total		212	100.0		

Table 123. Years of Experience – faculty member #8

Return to Figure 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	.9	15.4	15.4
	3.00	1	.5	7.7	23.1
	4.00	3	1.4	23.1	46.2
	5.00	1	.5	7.7	53.8
	6.00	1	.5	7.7	61.5
	7.00	1	.5	7.7	69.2
	8.00	1	.5	7.7	76.9
	15.00	1	.5	7.7	84.6
	30.00	1	.5	7.7	92.3
	34.00	1	.5	7.7	100.0
	Total	13	6.1	100.0	
Missing	System	199	93.9		
Total		212	100.0		

Table 124. Years of Experience – faculty member #9

Return to Figure 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.5	12.5	12.5
	2.00	1	.5	12.5	25.0
	3.00	1	.5	12.5	37.5
	4.00	1	.5	12.5	50.0
	5.00	2	.9	25.0	75.0
	12.00	1	.5	12.5	87.5
	25.00	1	.5	12.5	100.0
	Total	8	3.8	100.0	
Missing	System	204	96.2		
Total		212	100.0		

Table 125. Years of Experience – faculty member #10

Return to Figure 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.5	14.3	14.3
	1.00	1	.5	14.3	28.6
	2.00	1	.5	14.3	42.9
	4.00	1	.5	14.3	57.1
	5.00	1	.5	14.3	71.4
	6.00	1	.5	14.3	85.7
	10.00	1	.5	14.3	100.0
	Total	7	3.3	100.0	
Missing	System	205	96.7		
Total		212	100.0		

Table 126. Tenure track availability

Return to Figure 25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	68	32.1	39.8	39.8
	No	103	48.6	60.2	100.0
	Total	171	80.7	100.0	
Missing	System	41	19.3		
Total		212	100.0		

Table 127. Years for Program Director to Remain in Respiratory Care Education

Return to Figure 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.5	.8	.8
	1.00	8	3.8	6.0	6.8
	2.00	3	1.4	2.3	9.0
	3.00	6	2.8	4.5	13.5
	4.00	7	3.3	5.3	18.8
	5.00	16	7.5	12.0	30.8
	6.00	5	2.4	3.8	34.6
	7.00	7	3.3	5.3	39.8
	8.00	1	.5	.8	40.6
	10.00	31	14.6	23.3	63.9
	11.00	1	.5	.8	64.7
	12.00	5	2.4	3.8	68.4
	13.00	1	.5	.8	69.2
	15.00	9	4.2	6.8	75.9
	16.00	3	1.4	2.3	78.2
	18.00	1	.5	.8	78.9
	20.00	22	10.4	16.5	95.5
	25.00	3	1.4	2.3	97.7
	28.00	1	.5	.8	98.5
	30.00	2	.9	1.5	100.0
	Total	133	62.7	100.0	
Missing	System	79	37.3		
Total		212	100.0		

Table 128. Years for Director of Clinical Education to Remain in Respiratory Care Education

Return to Figure 29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.5	.8	.8
	1.00	5	2.4	3.9	4.7
	2.00	2	.9	1.6	6.3
	3.00	3	1.4	2.3	8.6
	4.00	3	1.4	2.3	10.9
	5.00	10	4.7	7.8	18.8
	6.00	2	.9	1.6	20.3
	7.00	6	2.8	4.7	25.0
	9.00	1	.5	.8	25.8
	10.00	25	11.8	19.5	45.3
	12.00	2	.9	1.6	46.9
	15.00	13	6.1	10.2	57.0
	18.00	1	.5	.8	57.8
	20.00	26	12.3	20.3	78.1
	25.00	19	9.0	14.8	93.0
	30.00	8	3.8	6.3	99.2
	35.00	1	.5	.8	100.0
	Total	128	60.4	100.0	
Missing	System	84	39.6		
Total		212	100.0		

Table 129. Years for Faculty Member #1 to Remain in Respiratory Care Education

Return to Figure 30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	1.4	3.8	3.8
	2.00	5	2.4	6.4	10.3
	3.00	3	1.4	3.8	14.1
	5.00	14	6.6	17.9	32.1
	6.00	1	.5	1.3	33.3
	7.00	1	.5	1.3	34.6
	8.00	2	.9	2.6	37.2
	9.00	1	.5	1.3	38.5

	10.00	13	6.1	16.7	55.1
	15.00	11	5.2	14.1	69.2
	18.00	1	.5	1.3	70.5
	20.00	13	6.1	16.7	87.2
	25.00	7	3.3	9.0	96.2
	30.00	2	.9	2.6	98.7
	35.00	1	.5	1.3	100.0
	Total	78	36.8	100.0	
Missing	System	134	63.2		
Total		212	100.0		

Table 130. Years for Faculty Member #2 to Remain in Respiratory Care Education

Return to Figure 31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	.9	3.8	3.8
	3.00	1	.5	1.9	5.8
	5.00	6	2.8	11.5	17.3
	7.00	1	.5	1.9	19.2
	8.00	1	.5	1.9	21.2
	10.00	13	6.1	25.0	46.2
	12.00	2	.9	3.8	50.0
	15.00	8	3.8	15.4	65.4
	18.00	1	.5	1.9	67.3
	19.00	1	.5	1.9	69.2
	20.00	8	3.8	15.4	84.6
	25.00	3	1.4	5.8	90.4
	30.00	4	1.9	7.7	98.1
	40.00	1	.5	1.9	100.0
	Total	52	24.5	100.0	
Missing	System	160	75.5		
Total		212	100.0		

Table 131. Years for Faculty Member #3 to Remain in Respiratory Care Education

Return to Figure 32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.5	2.7	2.7
	2.00	4	1.9	10.8	13.5
	5.00	3	1.4	8.1	21.6
	7.00	1	.5	2.7	24.3
	8.00	1	.5	2.7	27.0
	10.00	6	2.8	16.2	43.2
	14.00	1	.5	2.7	45.9
	15.00	6	2.8	16.2	62.2
	20.00	5	2.4	13.5	75.7
	25.00	1	.5	2.7	78.4
	26.00	1	.5	2.7	81.1
	30.00	4	1.9	10.8	91.9
	35.00	2	.9	5.4	97.3
	40.00	1	.5	2.7	100.0
	Total	37	17.5	100.0	
Missing	System	175	82.5		
Total		212	100.0		

Table 132. Years for Faculty Member #4 to Remain in Respiratory Care Education

Return to Figure 33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	.9	8.3	8.3
	2.00	3	1.4	12.5	20.8
	3.00	1	.5	4.2	25.0
	5.00	2	.9	8.3	33.3
	10.00	4	1.9	16.7	50.0
	15.00	4	1.9	16.7	66.7
	16.00	1	.5	4.2	70.8
	20.00	2	.9	8.3	79.2
	25.00	1	.5	4.2	83.3
	28.00	1	.5	4.2	87.5
	30.00	2	.9	8.3	95.8
	35.00	1	.5	4.2	100.0

	Total	24	11.3	100.0	
Missing	System	188	88.7		
Total		212	100.0		

Table 133. Years for Faculty Member #5 to Remain in Respiratory Care Education

Return to Figure 34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	4	1.9	23.5	23.5
	10.00	4	1.9	23.5	47.1
	15.00	3	1.4	17.6	64.7
	16.00	1	.5	5.9	70.6
	20.00	4	1.9	23.5	94.1
	28.00	1	.5	5.9	100.0
	Total	17	8.0	100.0	
Missing	System	195	92.0		
Total		212	100.0		

Table 134. Years for Faculty Member #6 to Remain in Respiratory Care Education

Return to Figure 35

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	3	1.4	23.1	23.1
	10.00	4	1.9	30.8	53.8
	15.00	2	.9	15.4	69.2
	20.00	1	.5	7.7	76.9
	29.00	1	.5	7.7	84.6
	30.00	2	.9	15.4	100.0
	Total	13	6.1	100.0	
Missing	System	199	93.9		
Total		212	100.0		

Table 135. Years for Faculty Member #7 to Remain in Respiratory Care Education

Return to Figure 36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.5	9.1	9.1
	2.00	1	.5	9.1	18.2
	5.00	2	.9	18.2	36.4
	10.00	3	1.4	27.3	63.6
	11.00	1	.5	9.1	72.7
	12.00	1	.5	9.1	81.8
	15.00	2	.9	18.2	100.0
	Total	11	5.2	100.0	
Missing	System	201	94.8		
Total		212	100.0		

Table 136. Years for Faculty Member #8 to Remain in Respiratory Care Education

Return to Figure 37

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.5	11.1	11.1
	5.00	3	1.4	33.3	44.4
	10.00	2	.9	22.2	66.7
	14.00	1	.5	11.1	77.8
	15.00	1	.5	11.1	88.9
	20.00	1	.5	11.1	100.0
	Total	9	4.2	100.0	
Missing	System	203	95.8		
Total		212	100.0		

Table 137. Years for Faculty Member #9 to Remain in Respiratory Care Education

Return to Figure 38

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	2	.9	33.3	33.3
	10.00	1	.5	16.7	50.0
	13.00	1	.5	16.7	66.7
	15.00	1	.5	16.7	83.3
	20.00	1	.5	16.7	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	6	2.8	100.0	
Missing	System	206	97.2		
Total		212	100.0		

Table 138. Years for Faculty Member #10 to Remain in Respiratory Care Education

Return to Figure 39

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.5	20.0	20.0
	5.00	1	.5	20.0	40.0
	10.00	2	.9	40.0	80.0
	12.00	1	.5	20.0	100.0
	Total	5	2.4	100.0	
Missing	System	207	97.6		
Total		212	100.0		

Table 139. Difficulty recruiting faculty

Return to Figure 40

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	30.2	36.4	36.4
	No	112	52.8	63.6	100.0
	Total	176	83.0	100.0	
Missing	System	36	17.0		
Total		212	100.0		

Table 140. Interest in affiliating with an international program

Return to Figure 41.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	69	32.5	41.3	41.3
	No	98	46.2	58.7	100.0
	Total	167	78.8	100.0	
Missing	System	45	21.2		
Total		212	100.0		

Table 141. Encouragement for didactic staff to provide patient care outside of instructional time

Return to Figure 42

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	96	45.3	58.9	58.9
	No	67	31.6	41.1	100.0
	Total	163	76.9	100.0	
Missing	System	49	23.1		
Total		212	100.0		

Table 142. Graduation of cohort delayed

Return to Figure 43.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	7.5	9.6	9.6
	No	150	70.8	90.4	100.0
	Total	166	78.3	100.0	
Missing	System	46	21.7		
Total		212	100.0		

Table 143. Initial or increased use of virtual simulations in response to COVID

Return to Figure 44

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	134	63.2	80.7	80.7
	No	32	15.1	19.3	100.0
	Total	166	78.3	100.0	
Missing	System	46	21.7		
Total		212	100.0		

Table 144. Continued remote delivery following COVID pandemic

Return to Figure 45

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	104	49.1	63.4	63.4
	No	60	28.3	36.6	100.0
	Total	164	77.4	100.0	
Missing	System	48	22.6		
Total		212	100.0		

Table 145. Interest in consortium agreement to contain costs due to COVID

Return to Figure 46

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	58	27.4	35.6	35.6
	No	105	49.5	64.4	100.0
	Total	163	76.9	100.0	
Missing	System	49	23.1		
Total		212	100.0		

Table 146. New academic integrity challenges due to COVID

Return to Figure 47

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	110	51.9	66.7	66.7
	No	55	25.9	33.3	100.0
	Total	165	77.8	100.0	
Missing	System	47	22.2		
Total		212	100.0		

Table 147. Staff reduction in response to COVID

Return to Figure 48

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	8.0	10.2	10.2
	No	150	70.8	89.8	100.0
	Total	167	78.8	100.0	
Missing	System	45	21.2		
Total		212	100.0		

Appendix D. Free Responses

What reasons contributed to the difficulty you experienced in recruiting faculty?

- Applicants are working full time jobs and can't commit to additional hours
- Applicants taking travel positions for Covid
- At our college, health science PD, DCE or instructors are considered faculty.
- could not offer full time positions
- difficult to recuit into this region
- Have not recently tried to recruit
- lack of applicants
- Lack of drive and track record of success
- Lacked neonatal experience
- Lacked research and scholarship experience
- location
- Location of opportunity
- Low applicant pool
- No faculty but CI's
- scheduling
- Scheduling around ft clinical jobs
- Teaching Respiratory Therapy is no longer seen as a stable career because of all the politics.
- The applicants poor perception of training required of an student to become RRT, not recognizing methods of evaluation using all learning domains; without a philosophy of education,

Specify other barriers to accepting more students into the program.

- # of applicants has been decreasing as has quality of applicants
- 11 programs in Michigan and thus limitations for clinical space
- all clinical sites have reached the max cannot add more sites
- All of these options are least significant. We aren't sure why we don't get alot of applications. With COVID, it seems to have generated more interest in the profession. More people know who we are and what we do.
- Applicant knowledge of RC as an Option
- CoARC cap.
- College doing minimal advertising/promotion
- Community Interest / academically prepared applicants
- Competition from nursing and other allied health programs.
- Demand has decreased since about 2014 once the economic crisis of 2008 balanced out somewhat.
- finding students interested
- funding to pay instructors
- Jobs to be had
- Lack of applicants (2 responses)
- Lack of applicants due to insufficient knowledge of respiratory care as a degree/career option, prospective students don't seem to value the outcomes data when comparing programs
- Lack of awareness/interest in profession
- lack of interest in the field, need marketing to promote the profession
- Lack of qualified students
- lacking marketing & community knowledge of profession; low applicant pool overall
- Large number of AS and career schools holding back expectations for a minimum BS degree for entry level to practice.
- limited applicants
- Low number of applicants
- Market demand for local RRT's
- Market demand or new graduates
- Marketing

- Marketing and recruitment of students interested in or knowing what the profession is.
- no interest by students
- None of these are barriers, but I was forced to choose.
- Not enough applicants, career awareness
- Not enough applying... marketing
- Note: the rank # does not let select the same numbers :(
- number of applicants to the program.
- Obtaining quality students
- program remains in provisional accreditation status
- Qualified applicants
- Qualified candidate pool given cost of Program and number of competing Programs in MSA
- Recruiting students is difficult--low applicant pool
- recruiting students that qualify
- Recruiting students.
- Recruitment into the major!
- Recruitment is a challenge; transition period from AS to BS entry
- Recruitment is challenging
- School Location and Program not well known.
- Students trying to find a place to work in our market area.
- Students who are qualified to meet the entrance requirements
- The college will not allow marketing for a specific program, it has to be for the college as a whole. I need state help or AARC help for marketing the profession so others are aware and can consider looking at resp major when applying to the college
- There is little to no recruiting. Admissions dept wants to do recruiting/advising of all students. We lose a lot of students due to that.
- We are a new program expecting to start first cohort in 2021
- We can't even fill the seats we have available.
- We prefer small groups

In what venues do students in your program receive clinical training?

- E-ICU with Medical Director
- EKG
- Free Standing Emergency Rooms
- Hyperbaric Center
- Intubations in OR (2 responses)
- NICU (3 responses)
- Simulation Lab (2 responses)
- transport
- Transport companies (critical care ambulance)

To increase awareness of respiratory care career opportunities, in what ongoing recruitment efforts does your program participate within your community?

- AARC State Affiliates
- Advertisements Radio pod casts
- Advertising
- advertising on social media
- AHEC
- AHEC, partner colleges special lectures/sessions
- Allied Health tour days
- Career fairs (3 responses)
- career guidance service in the county
- College & Career Fairs (4 responses)
- college open house, health care preparation courses
- College sponsored events directed at just Heath Sciences
- College sponsored recruitment fairs
- Commercials on radio, TV, and social media
- Community Advertising
- community college fairs
- Community Events such as Give Vets a smile
- community events, college tours

- Consortium of Southern California college advisors
- Facebook, newspaper articles, etc
- High Schools visit us
- Host Open House annually
- Information Sessions (2 responses)
- Information Sessions and Partnerships with Advising
- Internal Programs Fairs target to the undecided declared major
- involvement fairs on campus
- job fairs
- marketing to career and technical schools
- Media marketing efforts (social media/TV/Radio)
- Media sources such as TV, print publications
- MedQuest and VTC Try A Major days/Women Can Do annually
- Most of our students either come from within the college or they learn about Respiratory Therapy because they work in a healthcare setting
- On campus
- on campus recruiting
- Only web and print media resources are supported by college.
- open house, virtual recruiting sessions, web page, community news venues
- Open Houses (3 responses)
- Open houses on campus once per month for Health Professions programs.
- Other community volunteerism events; school recruitment events
- Outreach to community high schools from our college
- Paid social media marketing campaigns, classroom visits within the college
- Recruitment in the regions CNA/CMA classes
- Service learning events with the American Lung Association and the American Heart Association, Presentations at Health Magnet Middle Schools
- Several on-campus recruitment days, involved in multiple RT conferences
- Social media (2 responses)
- Social media blast, Student success stories, graduates recruit based on their personal experience in the program
- Speak to students in A & P and BIOL courses
- Stem camp
- Tours of high school and junior high students through the college
- University Recruitment Events 4 times per year
- Very limited now due to Covid-19
- Virtual
- We visit college biology, chem and math courses to reach out to undeclared major students
- Word of mouth