

Associate of Science in Respiratory Care

Accreditation of respiratory care programs is a voluntary process that requires a comprehensive review of the program relative to the Standards. Accreditation decisions are based on the CoARC's assessment of the information contained in the accreditation application and self-study report, the report of site visit evaluation teams, the annual Report of Current Status, as well as its review of any reports or documents submitted to the CoARC by the program during the current accreditation cycle.

The Standards are divided into five sections: (I) Program Administration and Sponsorship; (II) Institutional and Personnel Resources; (III) Program Goals, Outcomes, and Assessment; (IV) Curriculum; and (V) Fair Practices and Recordkeeping. Within each section, specific Standards elucidate the CoARC's requirements for accreditation.

Following each Standard, there are items of evidence the program must supply to demonstrate compliance with the Standard. The evidence list is included to facilitate response to progress reports and accreditation actions by the CoARC, to help programs develop self-study reports and, prepare for on-site visits and to support review of the program by the on-site team and the Commission. These items are the minimum information necessary to determine compliance and each item must be addressed. Additional information that the program believes supports compliance may also be provided.

Highlights for Accreditation Self-study

Strengths:

- Strong curriculum
- Strong clinical course work
- Strong clinical site engagement
- Industry support
- Institutional support
- Outstanding instructional faculty
- Medical Director engagement

Evidence:

- Student success rates
- Graduate satisfaction thresholds
- Employer satisfaction thresholds
- All domains are above 90% for last couple of years.

Discussion points:

- Inter-rater reliability (PEP course)
- Physician encounter record

Outcomes

Evaluation System: NBRC CRT Credentialing**Cut Score:** 80 %

Analysis: The program's attempt and success rates for the NBRC entry level CRT exam continues to remain well above the CoARC threshold levels.

All 21 graduates of 2016 who graduated on time have successfully obtained their RRT credentials and are eligible for license in the State of California.

Action: No action is required at this time.

Evaluation System: NBRC RRT Credentialing**Cut Score:** N/A

Comments: Beginning January 2015 State of California requires RRT minimal credential for issuing Respiratory Care practitioner license.

Skyline College is approved by State Legislature and launched a pilot BS program in fall 2016.

Students continue to pass their TMC & Clinical simulation. All of 21 graduates of 2016 have received their RRT credentials and eligible/or obtained their license in the State of California.

Evaluation System: Attrition/Retention

Analysis: The attrition rate continues to be well below the CoARC threshold. This continues to be due to a large applicant pool and students preparing earlier to enter the program (i.e. completing general education before entering). Program faculty continue to connect with counselors and science course faculty to share information regarding entrance requirements. This helps to better prepare students for program entrance.

Faculty also continue to work with students in the first semester to identify student support to improve success for higher risk students. Tutoring support is provided for allied health programs directly benefiting Respiratory Care students. There is also a focus on community building and support among the students in the cohort.

Action: Continue successful efforts for effective program visibility to help maintain a large applicant pool from which to draw students. Focus on those strategies which help with student persistence and success.

Evaluation System: Positive Placement

Analysis: Positive placement for employment continues to be well above the threshold. The employment market continues to be competitive for graduates in the face of a flat employment opportunities across the bay area.

Most graduates have found employment and only a few of them are finding difficulty to be gainfully employed in the area for this reporting year.

Action: Program faculty maintain strong employer connections throughout the Bay area to identify job placement opportunities for unemployed graduates. The program conducts bay area human resource survey yearly to identify and meet workforce needs.

Program provides opportunities for graduating class such as Job fair, mock interviews, and licensing application process in spring semester each year.

Evaluation System: Overall Employer Satisfaction

Cut Score: 80 %

Analysis: Knowledge base and psychomotor skills rated at 3 or above with most ratings at 4 and 5 indicating high satisfaction by employers except for one students. One employer did not check any of the boxes.

One outlier employer response reported for 1 graduate at level 2 in all 3 areas of the psychomotor domain. No qualitative survey feedback was provided from employer to substantiate lower responses to psychomotor domain.

Action: Follow up with employer is being initiated to gain greater qualitative feedback on outlier survey response. Will continue to monitor and address as necessary.

Evaluation System: Overall Graduate Satisfaction**Cut Score: 80 %**

Analysis: Graduates rated this domain at 3 or above indicating satisfaction with their level of knowledge and application, and evaluation skills. Graduate ratings continue to be 3 or higher for this domain and clinical and internship experiences continue to meet student needs for success.

Graduates rate knowledge base, competencies, clinical, and internship experiences at a rating of 3 or above (most at 4 or 5 rating) indicating a high level of satisfaction in all domain areas. One of the graduate did not check any of the boxes.

Action: No action at this time. Continue to monitor.

Evaluation System: On-Time Graduation Rate

Analysis: On time graduation rate at 90.5% for 2016, 95.0% for 2015, 90.9% for 2014.

Faculty continue to work with students who "stop out" to improve success upon re-entrance to program in following year. Students are provided opportunity to return to the program 2 times after failing a course. Faculty identify success goals and discuss with students prior to re-entry.

Action: Faculty continue to work with students who "stop out" to improve success upon re-entrance to program in following year.