

Minutes
RCP Advisory Board
May 23, 2019

Private Dining, Culinary and Allied Health Building

Members Present: Al Moss, Megan VanDonselaar, Chris Stroven, Nikki Kyle, Darrell Ratliff, Faith Bentley, Patti Henning, Jan Burdick, Christy Neve, Angela Worsley, Jessica Sturgill, Shyla Allers, Jenni Crosby, Grace Diaz, Zandra Lipscomb, Kristi Holmes, Dr. Seth Malin, Amy Rinehart

Student Representatives: Jenni Crosby, Grace Diaz, Nicole Wisdom

Members Absent: Jon Anderson, Alex Gass, Nancy Graff, Laura Harris, Nick Jenema,

Introductions. New Members, Angela Worsley, Shyla Allers.

Minutes: After review of December minutes, Patti Henning clarified that the health careers learning assistants would be paid for through June 30, 2019 through a mini initiative grant provided by KVCC. After July 1, 2019, they will be paid for through Perkins grant money.

All in favor to approve minutes with this revision.

Program Update:

- Curriculum Changes:
 - A change to the strategy of certain courses was reported. This does not affect content of the course; just who can teach the course and how they are paid.
- Program Director Search:
 - Interviews are completed and a recommendation was put forth. Waiting for approval by Dr. Washington. Hoping for a decision by the end of May.
- Baccalaureate Degree:
 - Confirmed articulation agreement with U of M Flint
 - Continue to work with Davenport to articulate
 - GVSU is looking to pursue the BSRT
 - WMU is uninterested
 - Ferris State has approached us with interest to create an articulation agreement

Enrollment/Placement:

- Graduates: 19 students
- 2019-2020 Enrollment: 18 going into the 2nd year

Capital Update:

- **Capital requests for 2019-2020—Waiting for final approval from cabinet, hope to know by end of May**
 - High flow O2 systems
 - Monitors for lab rooms
 - Arterial Puncture simulator – more realistic

- PAPR
- Infant Warmer
- ALS manikin
- Proposal to create a learning/study space here at the CAH for students

NBRC update

- TMC low cut, 100% passing. TMC high cut, 8 of 9 students passed at the high cut – 1 passed the first time.

CoARC update

- 90% of our students obtain their RRT; we received a distinguished standing with CoARC

Clinical Update:

- Trajecys – Competency tracking is the biggest struggle.
 - Looking to reformat so that Clinical Instructors and Preceptors sign off on competencies. Provide process...
- Bronson Pulmonary new location
- Used PIPP for the first time
- Looking for another LTAC location
- BBC intubation is fine for now, need another location for when enrollment goes above 19
- Looking to change the format of Homecare (Continued Care) learning. The students need more hands-on learning.
 - Bronson Home is creating a transitional care
 - Spectrum has a Patient Discharge Service (asthma, COPD, Trach, use of machine...)
 - Bronson piloting PEEP...

Advisory Board Updates

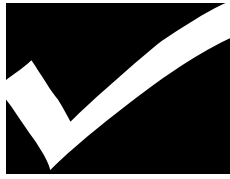
- Patti Henning thanked Al Moss for the great leadership that he has provided the RCP program. He will be missed by all. All the best as he makes a new home in Petoskey, MI.

Next Meeting

Al Moss reported that the next meeting will be scheduled late fall 2019 or early winter 2020.

Adjournment

The meeting was Adjourned at approximately 10:40 am.



Respiratory Care Advisory Board

Tentative Agenda

April 23, 2019

9:00-10:30

Private Dining Room

Culinary and Allied Health Building

418 East Walnut

Kalamazoo, MI 49007

Meeting called by: Al Moss

Attendees:

----- Agenda Topics -----

Introductions	Moss
Review Minutes	
Program Update	Moss
Curriculum Changes	
Program Director Search	
Baccalaureate Degree	
U of M Flint, Davenport, GVSU, WMU	
Enrollment/Placement	
Graduates	
2018-2020 Enrollment	
2019 Applicants	
Capital Update	
2019-2020	
High flow O2 systems	
Monitors for lab rooms	
Arterial Puncture simulator – more realistic	
PAPR	
Infant Warmer	
ALS manikin	
NBRC Update	
-2020 Matrix	
CoARC update –	
Clinical Update – Trajecsys	Van Donselaar
Community Needs	Committee
Next meeting	Late Fall 2019 or Early Winter 2020

Annual School Summary

Report as of 5/21/2019

KALAMAZOO VLY CMNTY CLG - 200239

Exam: TMC - Low Cut

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2016	18	18	100%	18	100%	0	0%
2017	17	17	100%	17	100%	0	0%
2018	17	17	100%	17	100%	0	0%
2019	8	8	100%	8	100%	0	0%

Exam: TMC - High Cut

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2016	18	18	100%	17	94.4%	1	5.6%
2017	17	16	94.1%	13	76.5%	3	17.6%
2018	17	16	94.1%	15	88.2%	1	5.9%
2019	8	7	87.5%	7	87.5%	0	0%

Exam: CSE

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2016	18	18	100%	15	83.3%	3	16.7%
2017	16	16	100%	11	68.8%	5	31.3%
2018	14	14	100%	10	71.4%	4	28.6%

GRADUATION YEAR	CRT	RRT
2019	8	0
2018	17	14
2017	17	16
2016	18	18

TMC School Summary

KALAMAZOO VLY CMNTY CLG - 200239

05/01/2019 through 05/21/2019

Low Cut:			
<u>All Candidate Summary</u>	Program Pass %	National Pass %	% of National
Total	9	100.00%	75.03%
Passing	9		133.29%
Failing	0		

High Cut:			
<u>All Candidate Summary</u>	Program Pass %	National Pass %	% of National
Total	9	88.89%	62.90%
Passing	8		141.31%
Failing	1		

<u>New Candidate Summary</u>	Program Pass %	National Pass %	% of National
Total	9	100.00%	91.37%
Passing	9		109.44%
Failing	0		

<u>New Candidate Summary</u>	Program Pass %	National Pass %	% of National
Total	9	88.89%	83.05%
Passing	8		107.03%
Failing	1		

<u>Repeat Candidate Summary</u>	Program Pass %	National Pass %	% of National
Total	0	0.00%	41.46%
Passing	0		0.00%
Failing	0		

<u>Repeat Candidate Summary</u>	Program Pass %	National Pass %	% of National
Total	0	0.00%	21.52%
Passing	0		0.00%
Failing	0		

2019 TMC Graduate Performance

5/1/2019 through 5/21/2019

Low Cut:
88

High Cut:
94

Grad Date	Raw	1A	1B	1C	1D	1E	1TOT	2A	2B	2C	2TOT	3A	3B	3C	3D	3E	3F	3G	3H	3I	3TOT
04/2019	124	6	9	11	9	10	45	14	2	3	19	8	5	8	5	19	5	4	4	2	60
04/2019	120	7	12	10	8	8	45	14	2	3	19	9	3	9	5	16	5	4	3	2	56
04/2019	93	4	11	5	8	6	34	12	2	3	17	6	3	6	3	14	3	2	3	2	42
04/2019	97	5	10	6	7	8	36	10	1	2	13	7	4	8	4	16	2	3	2	2	48
04/2019	113	5	11	8	7	10	41	12	2	3	17	9	5	9	3	14	5	4	4	2	55
04/2019	115	6	9	11	10	7	43	12	2	2	16	8	4	8	4	18	3	4	4	3	56
04/2019	106	4	9	10	10	6	39	12	1	2	15	7	3	7	5	14	6	4	4	2	52
04/2019	100	4	8	7	8	8	35	10	2	2	14	7	3	7	4	17	3	3	4	3	51
Program Mean	108.5	5.1	9.9	8.5	8.4	7.9	39.8	12.0	1.8	2.5	16.3	7.6	3.8	7.8	4.1	16.0	4.0	3.5	3.5	2.3	52.5
National Mean new Candidates	93.73521	5.8	9.4	8.6	8.1	8.2	40.1	10.7	1.6	2.1	14.4	6.6	4.0	6.5	3.8	13.5	4.4	3.0	3.0	2.3	43.6
% of National Mean	116%	88%	105%	98%	103%	96%	99%	112%	112%	117%	113%	115%	93%	119%	109%	118%	91%	118%	117%	99%	120%
		1A	1B	1C	1D	1E	1TOT	2A	2B	2C	2TOT	3A	3B	3C	3D	3E	3F	3G	3H	3I	3TOT

2019 Challenge areas 5-1 to 5/21 (8 graduates)

I. PATIENT DATA EVALUATION AND RECOMMENDATIONS

- A. Evaluate Data in the Patient Record
- B. Gather Clinical Information
- C. Perform Procedures to Gather Clinical Information
- D. Evaluate Procedure Results
- E. Recommend Diagnostic Procedures

II. TROUBLESHOOTING AND QUALITY CONTROL OF EQUIPMENT, AND INFECTION CONTROL

- A. Assemble and Troubleshoot Equipment
- B. Ensure Infection Control
- C. Perform Quality Control Procedures

III. INITIATION AND MODIFICATION OF INTERVENTIONS

- A. Maintain a Patent Airway Including the Care of Artificial Airways
- B. Perform Airway Clearance and Lung Expansion Techniques
- C. Support Oxygenation and Ventilation
- D. Administer Medications and Specialty Gases
- E. Ensure Modifications are Made to the Respiratory Care Plan
- F. Utilize Evidence-Based Medicine Principles
- G. Provide Respiratory Care Techniques in High-Risk Situations
- H. Assist a Physician / Provider in Performing Procedures
- I. Initiate and Conduct Patient and Family Education

CSE School Summary

KALAMAZOO VLY CMNTY CLG - 200239

05/01/2018 through 05/21/2019

<u>All Candidate Summary</u>		Program Pass %	National Pass %	% of National
Total	35	57.14%	55.04%	103.83%
Passing	20			
Failing	15			

<u>New Candidate Summary</u>		Program Pass %	National Pass %	% of National
Total	19	68.42%	61.64%	111.00%
Passing	13			
Failing	6			

<u>Repeat Candidate Summary</u>		Program Pass %	National Pass %	% of National
Total	16	43.75%	47.59%	91.94%
Passing	7			
Failing	9			

Clinical Simulation Examination (CSE) Update.

Since the report of the last advisory board. Three 2019 graduates passed the Clinical Simulation. One of these was a first time 2018 candidate. Two of these had multiple repeats. One repeated seven times the other repeated 5 times.

The program also had a 2016 graduate successfully complete the Clinical Simulation.

With so few candidates and a mixture of graduation years and the high number of repeat a detailed analysis is not warranted.

One of the 2018 graduates had multiple unsuccessful attempts on the Clinical Simulation examination. This graduate set up a review day with one of the learning assistants to take a practice CSE. The next day the graduate passed the clinical simulation and used less than 3 hours of the 4 hours allotted for the exam.



COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

May 3, 2019

Albert Moss, MA, RRT, Program Director
Respiratory Care Program
Kalamazoo Valley Community College
6767 West O Ave
Kalamazoo, MI 49003

RE: Program Number 200239

Dear Mr. Moss:

It is our pleasure to notify you that your program is among a select group of programs that will be recognized by the Commission on Accreditation for Respiratory Care (CoARC) to receive the *Distinguished RRT Credentialing Success* Award. This award is presented as part of the CoARC's continued efforts to value the RRT credential as a standard of professional achievement. From a program effectiveness perspective, the CoARC views the RRT credential as a measure of a program's success in inspiring its graduates to achieve their highest educational and professional aspirations.

In selecting programs for this recognition, the CoARC Board used objective criteria based on key accreditation metrics documented in the 2018 Annual Report of Current Status (RCS). These programs were required to: (1) have three or more years of outcomes data; (2) hold accreditation without a progress report; (3) document RRT credentialing success of 90% or above, and (4) meet or exceed established CoARC thresholds for CRT credentialing success, retention, and on-time graduation rate. The CoARC extends its sincere congratulations to you, your faculty, students, and graduates for meeting these rigorous criteria.

Keep in mind that the conferral of this achievement award does not imply the CoARC's recommendation, endorsement, or ranking of your program in relation to other CoARC-accredited programs. Publications or announcements of this award shall not imply such recommendation, endorsement, or ranking. The primary responsibility of CoARC is to accredit programs based on their compliance with established accreditation standards.

Your program will receive a certificate of recognition during the CoARC reception on Saturday, July 20, 2019 from 5:30 pm – 7:00 pm at the Fort Lauderdale Marriott Harbor Beach Resort & Spa (site of the AARC's Summer Forum.) *We hope you or a representative from your program can be present at the CoARC reception on July 20th to receive this recognition. An invitation will be forthcoming allowing for two attendees from your program, **so please be sure to RSVP for this event** when you receive your invitation.*

The CoARC will not be taking pictures with awards recipients during the awards ceremony. **Please bring your smart phone or camera** for a photo opportunity with the CoARC leadership and one member of your faculty that will occur prior to the Awards Ceremony from 3:30pm to 5:15pm.

Thank you for your continued commitment to excellence in respiratory care education.

Sincerely,

Allen Gustin Jr., MD, FCCP
President

Christine Hamilton, DHSc, RRT
Chair, Public Relations Committee

cc: Patricia Henning, MSN, Dean
Marshall Washington, PhD, President

BEHAVIORAL SKILLS (Affective Domain)		Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
		5	4	3	2	1	
4.13	Demonstrate effective oral communication skills. (4.05)	3	11	1	0	0	15
4.20	Demonstrate effective written communication skills. (4.05)	3	12	0	0	0	15
4.13	Communicate effectively in a variety of patient care settings. (4.05)	3	11	1	0	0	15
4.13	Interact effectively with other members of the healthcare team. (4.05)	3	11	1	0	0	15
4.27	Communicate effectively in diverse groups while respecting beliefs and values of all persons, regardless of cultural background, religion, age or lifestyle. (4.05)	4	11	0	0	0	15
3.93	Think critically (i.e. apply knowledge, provide appropriate patient care and adapt to changes in clinical conditions). (4.06)	3	9	2	1	0	15
4.27	Conduct his/herself in an ethical and professional manner. (4.07)	4	11	0	0	0	15
4.33	Recognize the importance of earning the professional credential (i.e. CRT or RRT) required for entry into practice. (4.07)	5	10	0	0	0	15
4.18							
PROGRAM LENGTH		Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
		5	4	3	2	1	
4.07	The program appears of sufficient quality and duration for the graduate to acquire the knowledge and competencies necessary for his/her job. (4.08)	3	10	2	0	0	15
4.07							
OVERALL RATING		Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
		5	4	3	2	1	
4.07	OVERALL RATING OF THE GRADUATE:	3	10	2	0	0	15
4.07							
4.15							

Category: BEHAVIORAL SKILLS
(Affective Domain)

Think critically (i.e. apply knowledge, provide appropriate patient care and adapt to changes in clinical conditions). (4.06)

At times Annie struggles in fast pace critical care areas. Transport vents and mode changes.

CoARC Student Program Resource Survey
 April 2019
 Report Date 5/17/2019

Evaluation Items						
PERSONNEL RESOURCES	5	4	3	2	1	sum
Faculty teach effectively in the:	32	4	0	0	0	36
laboratory (2.13)	29	7	0	0	0	36
clinical area (2.13)	30	5	1	0	0	36
Faculty numbers are sufficient in the:	29	7	0	0	0	36
laboratory (2.13)	28	6	2	0	0	36
clinical area (2.13)	29	6	1	0	0	36
Program key personnel:	36	0	0	0	0	36
Director of Clinical Education is accessible (2.10)	24	7	5	0	0	36
FACILITIES						
Classrooms have adequate:	31	3	2	0	0	36
ventilation (2.01)	27	5	1	2	1	36
seating (2.01)	23	5	2	5	1	36
audiovisual equipment materials technology to support effective instruction (2.01)	30	6	0	0	0	36
Laboratories have adequate:	31	5	0	0	0	36
ventilation (2.01)	29	7	0	0	0	36
seating (2.01)	27	7	1	1	0	36
LABORATORY RESOURCES						
The amount of equipment is sufficient for me to perform the required laboratory exercises (2.01)	31	5	0	0	0	36
The variety of equipment is sufficient for me to perform the required laboratory exercises (2.01)	28	7	1	0	0	36
The duration quality of laboratory experiences are sufficient for me to acquire the competencies (4.08)	30	6	0	0	0	36
The supply of disposables is sufficient for me to perform the required laboratory exercises (2.01)	31	5	0	0	0	36
Equipment is sufficiently up-to-date for me to perform the required laboratory exercises (2.01)	29	7	0	0	0	36
Laboratory resources are available accessible to me when needed (2.01)	28	7	1	0	0	36

ACADEMIC SUPPORT RESOURCES						
Learning resources (ex: textbooks, journals, reference materials and computers) are sufficient to support the curriculum (2.01)	23	10	2	1	0	36
Learning resources are available / accessible to me when needed (2.01)	28	7	1	0	0	36
Academic support services (ex: advising, counseling, tutoring and placement) are available / accessible to me when needed (5.11)	30	5	1	0	0	36
Academic support services (ex: advising, counseling, tutoring and placement) are sufficient to support the curriculum (5.11)	29	5	2	0	0	36
The frequency of evaluations and opportunities for remediation are satisfactory. (3.06)	28	8	0	0	0	36
Evaluations performed by faculty are equitable and performed in a satisfactory fashion. (3.06)	28	8	0	0	0	36
CLINICAL RESOURCES						
Each clinical experience is of sufficient quality and duration for me to meet my clinical objectives (4.08)	22	10	0	4	0	36
Clinical sites offer sufficient supervision for me to meet my clinical objectives (4.08)	25	9	2	0	0	36
Clinical sites offer a sufficient variety of patient experiences for me to meet my clinical objectives (4.08)	24	12	0	0	0	36
Clinical sites offer a sufficient variety of patient populations for me to meet my clinical objectives (4.08)	27	9	0	0	0	36
Time at clinical sites is sufficient for me to meet my clinical objectives (4.08)	24	11	0	1	0	36
Clinical instructor to student ratio is adequate at all my clinical sites. (2.13)	27	9	0	0	0	36
Clinical instructors provide adequate feedback and mentoring during my clinical rotations (3.12)	25	10	1	0	0	36
My overall clinical experiences were equivalent to those of the other students in my class (4.09)	27	9	0	0	0	36
SATELLITE CAMPUS						
The types of resources and services provided to me at the satellite campus appear to be equivalent to those on the main campus (1.05)	14	2	0	0	0	16
The satellite coordinator (faculty member) was accessible to me (2.14)	14	2	0	0	0	16
OVERALL RATING						
OVERALL RESOURCE RATING:	28	8	0	0	0	36

Text Responses	Comments
	<p>Category: PERSONNEL RESOURCES</p> <p>- laboratory (2.13) Ned more lab instructors in lab</p> <p>Program key personnel: - Program Director is accessible (2.06) AI is amazing</p>
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 2 year</p>	<p>Category: FACILITIES</p> <p>- ventilation (2.01) Rooms a freezing!</p> <p>- seating (2.01) Chairs very hard and uncomfortable</p>
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 2 years</p>	
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 3</p>	<p>Category: FACILITIES</p> <p>- seating (2.01) Seats in computer lab are very hard and make my back sore. TTC room 2160</p>
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 2 years</p>	
	<p>Category: FACILITIES</p> <p>- ventilation (2.01) it is always cold in all the classrooms even when you turn up the temperature.</p>
	<p>Category: LABORATORY RESOURCES</p> <p>The variety of equipment is sufficient for me to perform the required laboratory exercises (2.01) would be good to have High Flow NC systems, and a few more ventilator's to work with</p>
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 2</p>	

<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 2 years</p>	
<p>Category: OVERALL RATING</p> <p>Please provide any additional comments or recommendations for improvement: this is a great program and AI is a great program director.</p> <p>How long have you been a student in the program? (years/months) 1 year 8 months</p>	
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 1 year and 7 months</p>	<p>Category: FACILITIES</p> <p>- seating (2.01) the seats are hard</p> <p>- seating (2.01) seats are hard</p> <p>Category: LABORATORY RESOURCES</p> <p>The variety of equipment is sufficient for me to perform the required laboratory exercises (2.01) we didn't go over HFNC</p>
<p>Category: OVERALL RATING</p> <p>Please provide any additional comments or recommendations for improvement: Has been a great program with great resources!</p> <p>How long have you been a student in the program? (years/months) 4 semesters</p>	<p>Category: PERSONNEL RESOURCES</p> <p>- laboratory (2.13) Would love more teachers during lab time</p> <p>Category: FACILITIES</p> <p>- ventilation (2.01) Classroom at Healthy Living Campus was always cold</p>
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 2 years</p>	
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 1 year</p>	
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 2 years</p>	
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 1 year</p>	

<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 1 year</p>	
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 1 year</p>	
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 1 year</p>	
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 7 months</p>	
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 1 yr</p>	
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 1 year</p>	
<p>Category: OVERALL RATING</p> <p>Please provide any additional comments or recommendations for improvement: Al Moss is amazing and I am devastated to see him go before I finish this program.</p> <p>How long have you been a student in the program? (years/months) 8 months</p>	<p>Category: FACILITIES</p> <p>- seating (2.01) The chairs in the classroom are very uncomfortable. This isnt really the programs fault so much as it is the colleges. These chairs really are horrible.</p> <p>Category: CLINICAL RESOURCES</p> <p>Each clinical experience is of sufficient quality and duration for me to meet my clinical objectives (4.08) Mary Free bed was far too long with little to do. They had very little educational opportunities.</p>

<p>Category: OVERALL RATING</p> <p>Please provide any additional comments or recommendations for improvement: Instructions would be helpful if a certain instructor would be more organized and teach with materials such as a power point or at least be prepared to teach the material for that particular day. When it comes to exams I am not sure what to study without a structured class teaching experience.</p> <p>How long have you been a student in the program? (years/months) Completing my first year. Two semesters.</p>	
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 1</p>	<p>Category: FACILITIES</p> <p>- seating (2.01) Chairs are uncomfortable, don't have good support.</p> <p>Category: ACADEMIC SUPPORT RESOURCES</p> <p>Learning resources (ex: textbooks, journals, reference materials and computers) are sufficient to support the curriculum (2.01) we were told to buy some books but we never used them</p> <p>Category: CLINICAL RESOURCES</p> <p>Time at clinical sites is sufficient for me to meet my clinical objectives (4.08) At Mary Free Bed we sat around for most if the 12 hours doing nothing</p>
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 1 year</p>	<p>Category: CLINICAL RESOURCES</p> <p>Each clinical experience is of sufficient quality and duration for me to meet my clinical objectives (4.08) Time at Mary Free Bed was too long and there was not enough work respiratory wise to keep us busy for 12 hours. Feel our time would be better utilized somewhere else.</p>

<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 1 year</p>	<p>Category: FACILITIES</p> <p>- seating (2.01) The chairs are not comfortable when being seated for a long period of time. We have said it would be nice to switch the chairs that are in our lab with these chairs because they are much better to be seated in for a long time.</p> <p>Category: CLINICAL RESOURCES</p> <p>Each clinical experience is of sufficient quality and duration for me to meet my clinical objectives (4.08) I feel like we spent too much time at Mary Free Bed, only because there was not enough work to do to keep us busy for 12 hours. I love the site, there was just not enough to do.</p>
<p>Category: OVERALL RATING</p> <p>How long have you been a student in the program? (years/months) 8 months</p>	<p>Category: FACILITIES</p> <p>- seating (2.01) Chairs are uncomfortable for long term use.</p>
<p>Category: OVERALL RATING</p> <p>Please provide any additional comments or recommendations for improvement: Chairs in the lecture rooms could be updated to something more comfortable and ergonomic for long periods of sitting. Al Moss is a phenomenal instructor and has educated us not just with educational skills in the field but also with life experiences that we can take with us as we move forward. We will miss him greatly. KVCC has an amazing skills lab and provides beyond adequate resources to succeed.</p> <p>How long have you been a student in the program? (years/months) 2 semesters (1 year of current program)</p>	<p>Category: FACILITIES</p> <p>- ventilation (2.01) Thermostat is not regulated. Either too hot or cold.</p> <p>- seating (2.01) Chairs are awful and not comfortable for long periods of time in which we sit in them.</p> <p>Category: CLINICAL RESOURCES</p> <p>Each clinical experience is of sufficient quality and duration for me to meet my clinical objectives (4.08) Mary Free Bed was far too long of a day with not much to do for most of the shift.</p>

COARC GRADUATE SURVEY						
Report creation date: 5/21/2019						
Date range: From 04/21/2019 Through 05/21/2019						
Totals	Evaluation Items					
BACKGROUND INFORMATION		Part-time	Full-Time			
	Type of employment at time of evaluation:	3	13			
		CRT	RRT			
	Credential Status:	3	13			
	Were you a student at the program's satellite location?	NA	NA			
	Were you a student in the program's sleep specialist certificate?	NA	NA			
KNOWLEDGE BASE (Cognitive Domain)		Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
						Total
4.75	Acquire and evaluate data to assess the appropriateness of prescribed respiratory care. (4.03)	12	4	0	0	0
4.69	Participate in the development and modification of respiratory care plans in a variety of settings. (4.03)	11	5	0	0	0
4.69	Initiate appropriate therapeutic interventions, monitor patient responses and modify therapy to achieve goals. (4.03)	11	5	0	0	0
4.56	Promote cardiopulmonary wellness, disease prevention and disease management in a variety of settings. (4.03)	11	3	2	0	0
4.38	Provide patient, family and community education. (4.03)	9	4	3	0	0
4.44	Encourage evidence-based practice by using established clinical practice guidelines. (4.03)	9	5	2	0	0
4.58						
CLINICAL PROFICIENCY (Psychomotor Domain)		Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		10	6	0	0	0
4.62	Acquire the clinical competencies required for entry into practice. (4.11)	10	6	0	0	0
4.69	Perform the therapeutic procedures and modalities required on the job in a safe and effective manner. (4.04)	11	5	0	0	0
4.62	Perform the diagnostic procedures required on the job in a safe and effective manner. (4.04)	10	6	0	0	0
4.69	Apply problem-solving strategies in the patient care setting. (4.06)	11	5	0	0	0
4.66						

BEHAVIORAL SKILLS (Affective Domain)		Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
4.50	Develop effective oral communication skills. (4.05)	9	6	1	0	0	16
4.50	Develop effective written communication skills. (4.05)	9	6	1	0	0	16
4.62	Communicate effectively in a variety of patient care settings. (4.05)	10	6	0	0	0	16
4.56	Interact effectively with other members of the healthcare team. (4.05)	10	5	1	0	0	16
4.50	Communicate effectively in diverse groups while respecting beliefs and values of all persons, regardless of cultural background, religion, age or lifestyle. (4.05)	10	4	2	0	0	16
4.75	Think critically (i.e. apply knowledge, provide appropriate patient care and adapt to changes in clinical conditions). (4.06)	12	4	0	0	0	16
4.75	Conduct myself in an ethical and professional manner. (4.07)	12	4	0	0	0	16
4.75	Recognize the importance of earning the professional credential (i.e. CRT or RRT) required for entry into practice. (4.07)	12	4	0	0	0	16
4.62							
PROGRAM LENGTH		Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
4.50	The program was of sufficient quality and duration for me to acquire the knowledge and competencies necessary for my job. (4.08)	10	5	0	1	0	16
4.5							
FOR GRADUATES FROM THE PROGRAM'S SATELLITE CAMPUS(ES) ONLY							
4.00	The types of resources and services provided to me at the satellite campus appear to be equivalent to those on the main campus. (1.05)	NA					
4							
OVERALL RATING		Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
4.56	OVERALL RATING OF THE GRADUATE:	5	4	3	2	1	
4.56		9	7	0	0	0	16
4.60							

Category: PROGRAM LENGTH

The program was of sufficient quality and duration for me to acquire the knowledge and competencies necessary for my job. (4.08)

I believe it needs more children/ nicu training. We did lots of adults but not enough kids in my opinion to best prepare us for the field.

Advisory Board Meeting – Clinical Update

May 23, 2019

1. Clinical
 - a. Affiliates
 - i. New/Future
 1. Bronson Pulmonary Rehab
 2. Used PIPP Rehab for 1st time Winter Semester – good experience
 - ii. Hope to achieve:
 1. LTAC – still are looking for one more site
 2. Homecare: looking to possibly change the process
 - a. One day instead of two
 - b. No clinical rotation but have someone come into lab
 - c. Open to other options
 3. Intubation – 24 students (need 2 locations)
 - iii. Competencies
 1. Trajecsys
 - a. Trajecsys - Preceptor Workshop
 - b. Checkoffs not working
 - i. Preceptors are not logging in
 - ii. Over 81 check offs needed to be entered just in one location
 - iii. CI training –possibly the only ones to do competencies
 - b. Is there anything you would like me to add?
2. Suggestions to add or delete any competency?
 - a. Is there anything new that your hospital is starting?
 - i. Protocol
 - ii. Procedures
 - iii. Equipment
 - b. Is there any new areas that you wish we would add to our clinical?
3. Positive things happening
 - a. Meeting at BBC 2019
 - i. Mary Mulvaine & Dr. Lins
 1. Smoother process for students
 2. Students logging procedures
 3. Students are with only 2 CRNA's
 - b. Winter semester was better with transition for intubation
 - i. Can still be better process
 - ii. Maybe hire a CI just for the Monday morning orientation