

Respiratory Care Advisory Board Minutes

May 10, 2021 9:00 a.m.

Zoom

Present: Dr. Seth Malin Medical, Dr. Brian Dyskstra, Amy Rinehart, Jan Burdick, Britney Gunnell, Kristi Holmes, Kim Leonard, Zaundra Lipscomb, Christy Neve, Jason Ramsesy, Angela Worsely, Diane Fort, Mollie Babbitt, Jacob Holiday, Thomas Wierenga, Theresa Devine, Patti Henning, Megan Roe, Susan Pearson, Ana Abendschein, Amy Murray

Guest: Paige Eagan, Provost

Absent: Alex Glass, Nick Jenema, Jessica Sturgill, Scott Thomas, Linda McMann, Jenni Crosby, Grace Diaz, Chris Stroven

| TOPIC | PRESENTER(S) | DISCUSSION | TO DO / PLAN |
|--|-----------------------|--|--|
| Call to Order | Amy Rinehart Chair | 9:02 a.m. | |
| Welcome & Introductions | | New Board Members: Diane Fort, Mollie Babbitt and Jacob Holiday. | |
| Approval of Minutes from 12/17/2020 | Diane Fort | Correction to attendance for December 17, 2020 minutes. Diane Fort was marked absent but had not formally started the board until May 2021. | Remove Diane Fort's name from attendance section on the December 2020 minutes. |
| College Updates | Patti Henning | <p>A. Patti is retiring June 31, but her last day on campus is June 3, 2021.</p> <p>B. The college will be starting to slowly phase in more F2F classes for fall. The Culinary and Allied Health Building will continue its tight & safety protocols. Both Susan and Megan were granted permission to teach more F2F classes in the fall. Primary rational is to help with student retention.</p> <p>C. The nursing program will pilot a holistic admissions process this fall. The current selective admission process primarily looks at GPA. The new process will also factor in student life experiences as well as compassionate and caring student attributes. This process should help improve diversity.</p> | |

| TOPIC | PRESENTER(S) | DISCUSSION | TO DO / PLAN |
|--|---|--|---|
| | | D. Other – Paige Eagan recognized Patti for her dedication and service to students and the college. | |
| CoARC Updates | Susan Pearson | <p>A. The 10-year accreditation self-study report was submitted on time (end of February). Due to the pandemic, CoARC is behind, and the program has not yet received feedback on the report.</p> <p>B. Accreditation site visit will be scheduled after CoARC has completed reviewing the self-study report. The site visit may be virtual.</p> <p>C. Program Goal was reviewed and approved.</p> <p>D. CoARC Survey's -</p> <ol style="list-style-type: none"> 1. Reviewed RAM results compiled from the winter 2021 Student and Program Personnel surveys. All categories measured were rated 3 or higher. 2. Employer & Graduate surveys are in process | See power point presentation notes for the stated program goal and the CoARC RAM Survey data summaries. |
| Clinical Updates | Megan Roe | <p>A. Student Evaluations of Preceptor and Clinical Sites are in the process of being collated.</p> <p>B. Inter-Rater Reliability (IRR)- activity was recently completed. The IRR activity included watching a video of a student performing a Venti mask procedure, and then rating the student's performance in Trajecsys. All CI's (100%) appropriately rated the student.</p> <p>C. Preceptor Training Video on how to use Trajecsys is almost complete. After watching the training video, preceptors will need to complete a few short questions.</p> | <p>Megan will email the Preceptor and Site Evaluations soon. Megan will mail a paper copy of the evaluation(s) upon request.</p> <p>Once complete, Megan will email hospital managers instructions on how to access the training video and the questions.</p> |
| Student & Graduate Comments | Mollie Babbitt, Jacob Holiday, Thomas Wierenga, Theresa Devine. | <p>Jacob (1st year student) shared that he is excited to be here. It was an interesting first year with online learning being challenging, but he got through it. He really enjoyed his clinical experiences.</p> <p>Molly (1st year student). Shared it was different learning online. She thanked the three hospitals that she attended clinical. It was a great experience.</p> | |

| TOPIC | PRESENTER(S) | DISCUSSION | TO DO / PLAN |
|-------------------------------|--|--|---|
| | | <p>Thomas (2nd year student) is preparing to take the TMC board exam tomorrow. While practicing for the boards, he is finding his two areas of weakness are PFT's and medications. His PFT rotations was cancelled due to COVID. He feels he could have benefited from more ICU medications during the 2nd year in the program.</p> <p>Theresa (2nd year student) also feels that she is weak on ICU medications. During her board exam practice, she is finding she wants to apply the COVID isolation protocols to all isolation related questions. She is also struggling with equipment disinfection questions, and this may be due to not seeing it done in the hospitals. Theresa suggested, if possible, adding a one day observation in the equipment-cleaning department.</p> | <p>Susan and Jason Ramsey (Pharm Instructor) will review medications covered in the curriculum.</p> <p>Megan will follow-up with the hospitals to see if there are any opportunities to include cleaning.</p> |
| <p>Program Updates</p> | <p>Susan Pearson</p> <p>Amy Murray</p> | <p>A. Current Enrollment</p> <ul style="list-style-type: none"> • 2nd year class: 24 students fall 2019 – graduated 20 students May 2021 • 1st year class: 24 students fall 2020 – 16 students persisting to fall 2021 <ul style="list-style-type: none"> • 1 student withdrew for non-academic reasons • Comments from students: finding the online learning too difficult • Some students working too many hours • Virtual Tutoring underutilized / lab tutoring difficult to arrange <p>B. Amy reviewed current application data. There are currently 27 applicants, but we may lose some of the applicants because they have dual applied to RCP and nursing. Additionally we typically lose a few applicants over the summer for various reasons. Applications are still being accepted. The new online application system is working very well.</p> | <p>See power point for application data history.</p> |

| TOPIC | PRESENTER(S) | DISCUSSION | TO DO / PLAN |
|-------|---------------|---|--|
| | Susan Pearson | <p>Susan commented that respiratory having lower number of applicants with lower GPA's as compared to dental or nursing is not unique to KVCC. Respiratory is still an unknown career and programs across the country have similar data. RCP typically gains a few applicants during the Health Careers Dinner, but due to the pandemic, the dinners are on hold. Paige Eagan shared that the first dinner started in 2017. Amy pointed out the increase in applications correlates with the start of the health care careers. Susan did a shout-out to the team – Even though RCP students do not have as high of a GPA as other programs, RCP's outcomes and student success has been outstanding and that is due to the dedicated hospitals and faculty. Everyone is committed to student success and puts forth the extra work to make that happen.</p> <p>Dr. Dystra asked if we think, moving towards a BS degree would help enrollment. It is hard to predict, but we hope with more BS options, interest in the career would increase.</p> <p>Diane Fort, KRESA CTE for Employment, shared they have 6 career coaches focusing on the middle schools just for awareness piece. They also have 120 health science HS students. Diane would like to connect to the program with Jason Luke, Director of Career and Exploration,</p> <p>Zaundra Lipscomb, Lakeland, asked for KVCC RCP program brochures to use for when she works with HS job shadowing.</p> <p>C. Grad & Employment Data 2020: 16 graduates all employed 2021 – 20 graduates – 13 have already accepted positions</p> <p>D. Virtual tutoring was underutilized. F2F lab tutoring was difficult to arrange.</p> <p>E. Student Success/Board Exams Results</p> | <p>Susan will work with Diane Fort on making JR and HS connections.</p> <p>Susan will send program brochures to those that requested them.</p> |

| TOPIC | PRESENTER(S) | DISCUSSION | TO DO / PLAN |
|-------|---|--|---|
| | <p data-bbox="443 1019 617 1040">Susan Pearson</p> <p data-bbox="443 1305 617 1326">Patti Henning</p> | <ul style="list-style-type: none"> <li data-bbox="695 240 1503 261">• Pass rates are above the national average for both TMC and CSE <p data-bbox="695 272 1087 293"><u>Discussed 3 areas of weaknesses:</u></p> <ul style="list-style-type: none"> <li data-bbox="695 310 1146 331">• TMC III. H 83% – Assist physician <li data-bbox="695 347 1472 402">• CSE (by Content type): 2B 87% Troubleshooting and Infection Control. <li data-bbox="695 418 1457 440">• CSE (by Problem type): C2 79% Adult Cardiovascular OTHER. <p data-bbox="646 493 1472 581">Board Exam Discussion: Thomas and Theresa were asked to provide their perspective since they just finished taking several practice board exams.</p> <p data-bbox="646 634 1503 722">TMC III.H. Due to COVID, assisting the physician with aerosol generating procedures was not possible. Conversely, this same content scored 288% above the national average on the CSE Exam.</p> <p data-bbox="646 776 1423 831">CSE 2B –equipment disinfection corrective actions were discussed earlier.</p> <p data-bbox="646 885 1482 972">CSE C2 – Thomas and Theresa felt the lower scores might be related to being weak on medications. Medication corrective actions were discussed earlier.</p> <p data-bbox="646 1026 827 1047">F. Curriculum</p> <ul style="list-style-type: none"> <li data-bbox="743 1063 1423 1151">• With the change in the exam matrix, the program has expanded curriculum content in several areas. No recommendations for additional content. <p data-bbox="646 1172 751 1193">G. BSRT</p> <p data-bbox="695 1209 1486 1265">One recent graduate was accepted to the U of M Flint BSRT Degree Advancement program.</p> <p data-bbox="695 1318 1402 1373">KVCC will be discussing concurrent BSRT degree option with Davenport.</p> | <p data-bbox="1541 272 1850 360">See power point for board exam highlights or handouts for full details.</p> <p data-bbox="1541 630 1843 717">The program will monitor TMC III H to see if the scores go up post COVID.</p> <p data-bbox="1541 1019 1864 1107">See power point for the list of expanded curriculum content items.</p> |

| TOPIC | PRESENTER(S) | DISCUSSION | TO DO / PLAN |
|-------------------|--|---|--------------|
| | <p data-bbox="443 235 617 261">Susan Pearson</p> <p data-bbox="443 414 617 440">Jason Ramsey</p> | <p data-bbox="688 235 1499 367">The Respiratory Professional Organizations would like to see the BSRT as the entry into the career; however, this is problematic since the majority of the degrees are AS/AAS are from two-year institutions.</p> <p data-bbox="646 414 1457 477">Posted in the chat: Taken from CoARC's website, there are 207 AAS degrees and 83 BS degrees.</p> <p data-bbox="646 521 1318 618">Jason provided Post Addendum clarification : Associate Degrees: AS – 119, AAS – 207, AOS – 9, AST - 4 Bachelor Degrees: BAS – 4, BS - 83</p> <p data-bbox="646 667 1430 730">Total of 426 RT programs: 339 (80%) of which are associate's degrees, and 87 (20%) of which are bachelor's degrees.</p> | |
| Clinicians | Susan Pearson | <p data-bbox="646 781 1499 911">Role of the Clinicians – Paige had some questions about KVCC RCP clinical structure. Susan said she would discuss the need for clinicians at the advisory board meeting.</p> <p data-bbox="688 959 1451 1019">Introduction to the discussion: Respiratory clinical oversight has three models:</p> <ol data-bbox="688 1029 1499 1344" style="list-style-type: none"> <li data-bbox="688 1029 1499 1127">1. 1 instructor with 5 -6 students. Instructor stays with the student for the entire clinical day, similar to the nursing model. This is rarely done due to the expense. <li data-bbox="688 1138 1499 1198">2. Clinician Model that is used at KVCC since the mid 1990's. Once a week students are visited by a KVCC paid clinician. <li data-bbox="688 1209 1499 1344">3. Preceptor Model – students are assigned to a hospital respiratory therapist. The therapist has a full patient workload, oversight of the student, and responsibility for completing the college clinical documentation & evaluations. | |

| TOPIC | PRESENTER(S) | DISCUSSION | TO DO / PLAN |
|-------|--------------|---|--------------|
| | | <p>Questions for discussion:</p> <ol style="list-style-type: none"> 1. What do you feel are the benefits of having a clinician? 2. What would be the impact, if any, if the number of clinician visits were less than once a week? 3. What would it look like if we did not have clinicians and went solely with a preceptor model? <p>Discussion</p> <p>Amy Rinehart – Clinicians on site are able to do a deep dive, this is very helpful to the student. The therapist may not have the time to go over the how’s and why’s. Amy feels that the 1-hour week clinician visits are invaluable. Preceptors can only scratch the surface, and may not have the time to do in-depth teaching. Clinicians help tie the NBRC content to what students are seeing in the clinical.</p> <p>Kristi Holmes shared that clinical instructors (clinicians) are very valuable for our students. She thinks it is valuable for the college to provide the students with this support.</p> <p>Jan Burdick shared that years ago, when hospitals did have dedicated department educators, she used to work with the students. Students like to have a single person. There is a lot of work that goes into completing what the college needs and supporting student learning. It would be a challenge to able to absorb the extra duties without having a dedicated person.</p> <p>Angela Worsely shared that having a CI once a week is very important to your students. During COIVD, there are cutbacks and students have lost. If you take the CI away, you will be doing the students a disservice. Jason Ramsey seconds Amy, Angela and Kristi on the value of CI’s.</p> <p>Thomas Wierenga (2nd year) –from his student experience, suggested having more structure during CI visit time. For example having the CI do patient rounds to discuss patient care more in-depth.</p> | |

| TOPIC | PRESENTER(S) | DISCUSSION | TO DO / PLAN |
|---|--|---|--|
| Capital Equipment | Susan Pearson | At the last AB meeting, the committee recommended the program request to purchase a MetaNeb. The MetaNeb request did not make it into this upcoming year's capital request due to a change in sales representative. This will be added to the next request. Angela Worsley shared that the MetaNeb is being phased out and will be replaced by a device called Volara. The committee made no additional equipment recommendations. | See power point presentation for a list of capital requests and purchases. Susan will contact Hillrom to get information on Volara. |
| Community Outreach & Recruitment | Susan Pearson | Winter Semester – 2 virtual RCP Information Sessions March 25th - Intro to Health Careers Presentation May 12th – MI Career Quest The program is excited to have Diane Fort from KRESA on the board to help the program make connections with the public schools to help increase career awareness. | |
| Community & Affiliate Comments | Angela Worsley Diane Fort Amy Rinehart | New practices/trends – V60 NIV is now being used for both NIV and High Flow oxygen delivery. It just requires a software upgrade to the V60 KRESA Tech Ed Career Center is still projected to be completed in the next 3 years. Goal for the career center is to never go dark. It will be operational in the evenings too. Thanked KVCC for lending equipment during the pandemic. | |
| Meeting Adjournment | Amy Rinehart | Adjourned at 10:58 a.m. Next meeting December 2021. Date TBD | |

Minutes recorded by Susan Pearson and proofed by Amy Rinehart



Respiratory Care Program Advisory Board Meeting

May 10, 2021

AGENDA

- 1) Call to Order
- 2) Welcome & Introductions
- 3) Approve Dec. 2020 minutes
- 4) College Updates
- 5) Accreditation Updates
- 6) Clinical Updates
- 7) Student/Graduate Comments
- 8) Program Updates
- 9) CAPITAL/Perkins
- 10) Community Outreach/Recruitment
- 11) What's new for...
- 12) Other

Next Meeting December 2021 – date/time TBD



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RCP Advisory Board Members

- ▶ **MD Members**
 - ▶ Dr. Seth Malin
 - ▶ Dr. Brian Dykstra
- ▶ **Clinical Affiliate Members**
 - ▶ Amy Rinehart – Chair
 - ▶ Jan Burdick
 - ▶ Alex Glass
 - ▶ Britney Gunnell
 - ▶ Kristi Holmes
 - ▶ Nick Jenema
 - ▶ Angie Johnson
 - ▶ Kim Leonard
 - ▶ Zaundra Lipscomb
 - ▶ Christy Neve
 - ▶ Jason Ramsey
- ▶ **Community Members**
 - ▶ Darrell Ratliff
 - ▶ Jessica Sturgill
 - ▶ Scott Thomas
 - ▶ Angela Worsley
- ▶ **Student Members**
 - ▶ Mollie Babbit
 - ▶ Jacob Holiday
 - ▶ Thomas Wierenga
 - ▶ Theresa Devine
- ▶ **Graduate Members**
 - ▶ Jenni Crosby
 - ▶ Grace Diaz
- ▶ **KVCC Representatives**
 - ▶ Patti Henning
 - ▶ Megan Roe
 - ▶ Susan Pearson
 - ▶ Ana Abendschein
 - ▶ Chris Stroven
 - ▶ Amy Murray

A word from our dean!



College Updates

- ▶ Retirement
- ▶ Status of F2F classes for fall
- ▶ Pilot Holistic admissions
- ▶ Other



Accreditation Updates

- ▶ Self Study Submitted on time
- ▶ Site Visit TBD?????



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Program Goal

- ▶ Review Stated CoARC Goal
- ▶ The goal of the Respiratory Therapy Program is “To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory therapy practice as performed by registered respiratory therapists (RRTs).” Kalamazoo Valley Community College is able to meet these goals by offering the Respiratory Therapy Program as a first-professional degree program and providing the knowledge and clinical skills necessary to function as a registry-eligible respiratory therapist



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RAM (Student and Program Personnel Survey Results) Winter 2021

| Resource | Dean/PD Meeting | Program Personnel Responses |
|------------------|---|---|
| Financial | The budget is expected to remain stable with a possible increase for PPE. Received COVID grant money to purchase several lab items. | 17/17 (100%) AB and Faculty rated the Financial Resources as 3 or higher. |

| Resource | Student Responses | Program Personnel Responses |
|-------------------------|---|---|
| Personnel | 34/34 (100%) of students rated a 3 or higher. | 18/18 (100%) AB and Faculty rated a 3 or higher |
| Facilities | 34/34 (100%) students rated Facilities a 3 or higher | 18/18 (100%) AB and Faculty rated a 3 or higher |
| Laboratory | 34/34 (100%) of the students rated a 3 or higher | 18/18 (100%) AB and Faculty rated a 3 or higher |
| Academic Support | 34/34 (100%) of the students rated Academic Support as 3 or higher | 18/18 (100%) AB and Faculty rated the Academic Support as 3 or higher |
| Clinical | 19/19(100%) Second year students rated Clinical Resources as 3 or higher. | 19/19 (100%) AB and Faculty rated Clinical Resources as 3 or higher |



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RAM Comments

- ▶ Lab rushed and unorganized
- ▶ Not enough chairs in the lab
- ▶ Technology issues
- ▶ Complaints about hard to follow recorded lectures and not getting questions answered
- ▶ Need more tutors, hard to schedule time with tutors



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CLINICAL UPDATES

- ▶ Megan Roe



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What do the students have to say?

- ▶ Mollie & Jacob – 1st year
- ▶ Thomas & Theresa – just graduated!



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Program Updates

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community college

Program Updates Current Enrollment

- ▶ 2nd year class: 24 students fall 2019 – graduated 20 students May 2021

- ▶ 1st year class: 24 students fall 2020 – 16 students persisting to fall 2021
 - ▶ 1 student non-academic reasons
 - ▶ Comments from students: finding the online learning too difficult
 - ▶ Some students working too many hours
 - ▶ Virtual Tutoring underutilized / lab tutoring difficult to arrange



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Program Updates

Amy Murray – Applicant history

- ▶ 2021 - 27 (so far!) for 24 spots
- ▶ 2020 - 39 applicants - Average admitted prereq GPA 3.07 - Lowest admitted prereq GPA 2.47
- ▶ 2019 - 35 applicants - Average admitted prereq GPA 2.98 - Lowest admitted prereq GPA 2.28
- ▶ 2018 - 30 applicants - Average admitted overall GPA 2.5 - Lowest admitted overall GPA 2.29
- ▶ 2017 - 39 applicants - Average admitted overall GPA 2.56 - Lowest admitted overall GPA 2.0
- ▶ 2016 - 20 applicants - do not have GPA information.

- ~~~~~
- ▶ DHY
 - ▶ 2021 - 72 applicants for 24 spots
 - ▶ 2020 - 64 applicants - Average admitted prereq GPA 3.72 - Lowest admitted overall GPA 3.5
 - ▶ 2019 - 53 applicants - Average admitted prereq GPA 3.71 - Lowest admitted overall GPA 3.38

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- ▶ NURS 2021 – 140 applicants for 40 spots



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Program Updates

Graduates & Job Placement

2020: 16 graduates all employed

2021 – 20 graduates – 13 have accepted positions



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Program Updates Retention Efforts

▶ Tutoring



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Board Exam Pass Rates: 2018 - 2020

TMC

- ▶ New Candidate 1st Attempt Program Pass %
 - ▶ **TMC Low Cut Score 98.0%**
 - ▶ **TMC High Cut Score 88.0%**
- ▶ National 1st Attempt Pass %
 - ▶ **TMC Low Cut Score 78.63%**
 - ▶ **TMC High Cut Score 68.66%**

CSE

- ▶ New Candidate Program Pass%
 - ▶ 68.63%
- ▶ National Pass %
 - ▶ 63.3%

| GRADUATION YEAR | CRT | RRT |
|-----------------|-----|-----|
| ▶ 2018 | 17 | 15 |
| ▶ 2019 | 19 | 19 |
| ▶ 2020 | 16 | 12 |



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TMC Scores by Content Area

3 Year Period: 1/1/2018 -12/31/2020 for New Candidates

| | IA | IB | IC | ID | IE | I _{tot} | 2A | 2B | 2C | 2 _{tot} | 3A | 3B | 3C | 3D | 3E | 3F | 3G | 3H | 3I | 3 _{tot} |
|---|----|-----|----|-----|----|------------------|-----|-----|-----|------------------|-----|----|-----|-----|-----|----|-----|----|-----|------------------|
| % | 95 | 105 | 99 | 101 | 99 | 100 | 109 | 107 | 105 | 108 | 114 | 95 | 112 | 103 | 113 | 95 | 110 | 83 | 100 | 106 |

III. INITIATION AND MODIFICATION OF INTERVENTIONS

H. Assist a Physician / Provider in Performing Procedures

1. Intubation
2. Bronchoscopy
3. Specialized bronchoscopy, for example, • endobronchial ultrasound (EBUS) • navigational bronchoscopy (ENB)
4. Thoracentesis
5. Tracheotomy
6. Chest tube insertion
7. Insertion of arterial or venous catheters
8. Moderate (conscious) sedation
9. Cardioversion
10. Withdrawal of life support



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CSE BY CONTENT AND SECTION TYPES

▶ 3 Year Period: 1/1/2018 -12/31/2020 for New Candidates

| | IG | DM |
|---|-----|-----|
| % | 100 | 105 |

| | IA | IB | IC | ID | IE | I _{tot} | 2A | 2B | 2 _{tot} | 3A | 3B | 3C | 3D | 3E | 3F | 3G | 3H | 3I | 3 _{tot} |
|---|-----|-----|----|----|----|------------------|-----|----|------------------|-----|----|-----|----|-----|-----|-----|-----|----|------------------|
| % | 101 | 100 | 97 | 90 | 99 | 101 | 104 | 87 | 103 | 110 | 95 | 104 | 94 | 105 | 100 | 110 | 288 | 99 | 112 |

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

- B. Ensure Infection Prevention
1. Adhering to infection prevention policies and procedures, for example, • Standard Precautions • donning/doffing • isolation
 2. Adhering to disinfection policies and procedures
 3. Proper handling of biohazardous materials

III. INITIATION AND MODIFICATION OF INTERVENTIONS

H. Assist a Physician / Provider in Performing Procedures



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CSE By Problem Type

3 Year Period: 1/1/2018 -12/31/2020 for New Candidates

| | A1 | A2 | A3 | A4 | A5 | B | C1 | C2 | D | E1 | E2 | E3 | E4 | F1 | F2 | G1 | G2 |
|---|-----|----|-----|-----|----|-----|-----|----|----|-----|-----|-----|-----|-----|-----|-----|----|
| % | 109 | 99 | 106 | 104 | 97 | 101 | 108 | 79 | 99 | 103 | 100 | 115 | 100 | 101 | 101 | 114 | 98 |

C. Adult Cardiovascular

1. Heart failure (108%)

2. **Other** -for example, arrhythmia, pulmonary hypertension, myocardial ischemia / infarction, pulmonary embolism



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Program Updates Curriculum

- ▶ Expanded & Added Content
 - ▶ Home care
 - ▶ Pulmonary rehab
 - ▶ Cardiopulm. Stress testing
 - ▶ Disease Management
- ▶ Brain Death
- ▶ Navigational Bronchs, EBUS
- ▶ Ultrasound
- ▶ Inhaled pulmonary vasodilators
- ▶ Recommendations?



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Program Updates & Future Trends

- ▶ Role of the Clinicians

- ▶ BSRT



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CAPITAL EQUIPMENT

School year 2020/2021

- ▶ Capital approved \$2,400
 1. 2 blenders
- ▶ Perkin's Vocational Education \$ 0

School year 2021/2022

Requested:

- ▶ 12 lead EKG
- ▶ 6 PFT Screeners
- ▶ Heart and Breath sound simulator

- ▶ MetaNeb – next year's request

- ▶ Recommendations?



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Community Outreach 2021

Winter Semester – 2 virtual RCP Information Sessions

March 25th - Intro to Health Careers Presentation

May 12th – MI Career Quest

Future Events?



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What's new for....

- ▶ Clinical Practice?
- ▶ Improvements for our grads?
- ▶ Updates from the Community
- ▶ Other



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Additional Comments?

Next meeting: December- Date/TimeTBA



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Annual Report Year : 2021

The total number of enrolled students that were sent the Student Resource Survey

36

The total number of paid program faculty (FT, PT, and Per-Diem), medical director(s) and Advisory Committee members that were sent the Program Resource Survey

30

| | Total Surveys Sent | Total Surveys Returned | Return Rate |
|-----------|--------------------|------------------------|-------------|
| Student | 36 | 34 | 94 % |
| Personnel | 30 | 20 | 66 % |

RAM Resources

Resource

Personnel

Purpose

To ensure the program has sufficient number of effective laboratory, classroom, and clinical instructors. (2.06/2.10/2.11/2.13)

Measurement System

- 1) Student resource surveys *
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Feb-10-2021
- 2) Feb-19-2021
- 3)

Results & Analyses

34/34 (100%) of students rated Personnel Resources at a 3 or higher. One student gave a rating of 2 for one item: faculty effectively teach in the classroom. Four rated classroom instruction N/A because the classes are online. Comments from 2nd year students: one student felt inaccurate information was given in class and not corrected for weeks. One student said they got little or no response from the DCE and one student said lab was cut short or too rushed. One student stated we need more tutors. One student stated they learn best with hands on training in clinical. Analysis: The students feel they have adequate number of personnel in the class, laboratory and at clinical sites with an overall rating of 4.22/5. All 2nd year students have the DCE's personal cell phone. Lab was cut short winter 2020 due to the college shut down, but make-up labs were done during the summer. All lab sessions run the full scheduled time. Students have the opportunity make arrangements to lab tutoring if desired.

18/18 (100%) AB and Faculty rated Personnel Resources at 3 or higher. Two ratings of NA. One individual rated 2 for classroom instruction and availability of PD. Comments: Students have a hard time following along in lectures and they have a hard time getting answers or help. Analysis: The Personnel resources are adequate to meet the needs to the program with an overall score of 4.42 out of 5. All courses have been delivered hybrid meaning the students have a portion of the content delivered online and they meet weekly via live zoom class time. Zoom class time provides students the opportunities to ask question. Additionally the faculty have scheduled Zoom office hours. All faculty hold regular office hours and respond to emails within 24 hours. The online environment has made things more difficult, and has required the students to take more responsibility to reach out when they need help.

Action Plan & Follow-up

Action: Continue to monitor. Follow-up: Will reassess SPRS and PPRS winter semester 2022.

Resource

Facilities

Purpose

To provide adequate classroom, laboratory and accommodations to ensure effective instruction.(2.01)

Measurement System

- 1) Student resource surveys *
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Feb-10-2021
- 2) Feb-19-2021
- 3)

Results & Analyses

34/34 (100%) students rates Facilities at 3 or higher. One 2nd year student gave a rating of 2 for the item: adequate lab seating. Analysis. The facilities are adequate with an overall rating of 4.68/5. Getting chairs are not an issue when students request them. There are stacks of chairs in the back room and sometimes chairs get moved to other lab rooms and need to be moved back.

18/18 (100%) AB and Faculty rated Facilities 3 or higher. Two people rated NA. No additional comments. Analysis: Facilities are adequate with an overall rating of 4.66/5.

Action Plan & Follow-up

Action: Continue to monitor. Follow-up: Will reassess SPRS and PPRS winter semester 2022.

Resource

Laboratory

Purpose

To provide students with the equipment and exercises that will adequately prepare them for clinical practice.(2.01 / 4.08)

Measurement System

- 1) Student resource surveys *
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Feb-10-2021
- 2) Feb-19-2021
- 3)

Results & Analyses

34/34 (100%) of the students rated Laboratory Resources 3 or higher. Comments from 2nd year students: three students shared that the limited open lab time due to COVID was difficult. One student shared they wish more time was spent on certain labs that were pertinent to their clinical experience; one student said the inability to rent equipment due to COVID made lab practical difficult. One student said they felt lab was unprepared and rushed. One student shared there has been more equipment being purchased, but felt the lab could use more new items. Analysis: The lab resources are adequate to meet the students' needs with an overall rating of 4.38/5. The students' comments do reflect the challenges created by the pandemic. The program was unable to rent ventilators during the pandemic and needed to adjust lab sessions and practical exams using the existing equipment. Despite the inability to rent equipment, the program owns enough ventilators to provide adequate hands-on training. Additionally, the weekly open lab times are limited due to building access restrictions. The 2nd year class was accustomed to a more flexible times pre-pandemic.

18/18 (100%) AB and Faculty rated the Lab Resources as 3 or higher. Two ratings of NA. No additional comments. Analysis: Lab resources are adequate to meet the programs learning objectives with an overall rating of 4.48/5

Action Plan & Follow-up

Action: Continue to monitor. Follow-up: Will reassess SPRS and PPRS winter semester 2022.

Resource

Academic Support

Purpose

To support student needs for supplemental reading, electronic and print reference materials, and research and computer resources. (2.01/2.15/5.11)

Measurement System

- 1) Student resource surveys *
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Feb-10-2021
- 2) Feb-19-2021
- 3)

Results & Analyses

34/34 (100%) of the students rated Academic Support as 3 or higher. There were four item ratings by the 2nd year students which were less than 3 for the following items: Rating of 1 for learning resources and student and commented that not all books were used; Two 2nd year students gave a rating of 2 for Academic support services because it was more difficult due to COVID to schedule appointments; one 2nd year student gave a rating of 2 to Learning resources are available / accessible to me when needed and commented that there were several internet issues. One student stated we need more tutors. Analysis: the academic resources are adequate to meet the students' needs with an overall rating of 4.22/5. There have been many challenges created by the pandemic including internet, technology issues and getting accustomed to a different way of communicating. The advising team and the college as a whole has been working very diligently on access.

18/18 (100%) AB and Faculty rated the Academic Support as 3 or higher and two people rated NA. No additional comments. Analysis: academic support is adequate to meet the programs learning objectives with an overall rating of 4.46/5

Action Plan & Follow-up

Action: Continue to monitor. Follow-up: Will reassess SPRS and PPRS winter semester 2022.

Resource

Clinical

Purpose

To provide a sufficient variety of tasks and procedures for instruction to allow for student mastery of the program's required clinical competencies.(2.13 / 3.12 / 4.08 / 4.09)

Measurement System

- 1) Student resource surveys *
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Feb-10-2021
- 2) Feb-19-2021
- 3)

Results & Analyses

19/19(100%) Second year students rated Clinical Resources as 3 or higher. First year students had not started their clinical experience yet and therefore rated this as NA. No additional comments were made. Analysis: The clinical resources are adequate to meet the students learning objectives with an overall score of 4.44/5.

19/19 (100%) AB and Faculty rated Clinical Resources as 3 or higher. One person rated NA. No additional comments were made. Analysis: The clinical resources are adequate to meet the students learning objectives with an overall score of 4.62/5.

Action Plan & Follow-up

Action: Continue to monitor. Follow-up: Will reassess SPRS and PPRS winter semester 2022.

Resource

Financial

Purpose

To provide adequate fiscal support for the retention of personnel and the acquisition and maintenance of equipment and supplies.(2.01)

Measurement System

- 1) Program Budget Review *
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Feb-11-2021
- 2) Feb-19-2021
- 3)

Results & Analyses

PD met with Dean and reviewed the budget. The program received COVID grant money to purchase several items to assist with lab and online teaching needs. The budget is expected to remain stable with a possible increase in supply and expense line item to help with additional costs for PPE associated with the pandemic

17/17 (100%) AB and Faculty rated the Financial Resources as 3 or higher. Three ratings of NA. No additional comments were made. Analysis: The financial; resources are adequate to meet the programs needs with an overall score of 4.17/5.

Action Plan & Follow-up

Action: Continue to monitor. Follow-up: Will reassess through the annual budget review and PPRS winter semester 2022.

Resource

Program Satellites Only

Purpose

To ensure that resources, services, and faculty at the satellite campus(es) are adequate and equivalent to those on the main campus. (1.05/2.14)

Measurement System

- 1) Student resource surveys *
- 2) Personnel resource surveys
- 3) Other

Date of Measurement

- 1)
- 2)
- 3)

Results & Analyses

National Board for Respiratory Care CSE content and section type subscores

**KALAMAZOO VALLEY COMMUNITY
COLLEGE - 200239**

1/1/2018 through 12/31/2020

| | Total | 1A | 1B | 1C | 1D | 1E | 1TOT | 2A | 2B | 2TOT | 3A | 3B | 3C | 3D | 3E | 3F | 3G | 3H | 3I | 3TOT | IG | DM | | |
|--|-------|--------------------|-----|-----|-----|----|------|----|-----|------|----|-----|-----|----|-----|-----|-----|-----|-----|------|----|-----|-----|-----|
| <u>All Candidate Summary</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 83 | Program Mean | 74 | 84 | 81 | 67 | 73 | 75 | 79 | 81 | 61 | 77 | 77 | 61 | 58 | 66 | 59 | 38 | 76 | 35 | 75 | 64 | 80 | 66 |
| Passing | 55 | National Mean | 73 | 82 | 80 | 70 | 80 | 76 | 79 | 78 | 68 | 76 | 69 | 63 | 54 | 66 | 56 | 34 | 68 | 11 | 76 | 60 | 80 | 62 |
| Failing | 28 | % of National Mean | 101 | 102 | 101 | 96 | 91 | 99 | 100 | 104 | 90 | 101 | 112 | 97 | 107 | 100 | 105 | 112 | 112 | 318 | 99 | 107 | 100 | 106 |
| <u>New Candidate Summary</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 51 | Program Mean | 74 | 84 | 81 | 69 | 72 | 76 | 80 | 81 | 60 | 77 | 77 | 61 | 57 | 63 | 61 | 37 | 77 | 46 | 77 | 65 | 80 | 66 |
| Passing | 35 | National Mean | 73 | 83 | 81 | 71 | 80 | 77 | 79 | 78 | 69 | 75 | 70 | 64 | 55 | 67 | 58 | 37 | 70 | 16 | 78 | 58 | 80 | 63 |
| Failing | 16 | % of National Mean | 101 | 101 | 100 | 97 | 90 | 99 | 101 | 104 | 87 | 103 | 110 | 95 | 104 | 94 | 105 | 100 | 110 | 288 | 99 | 112 | 100 | 105 |
| <u>Repeat Candidate Summary</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 32 | Program Mean | 74 | 84 | 81 | 63 | 75 | 73 | 79 | 81 | 63 | 77 | 79 | 59 | 59 | 70 | 55 | 38 | 74 | 17 | 72 | 63 | 80 | 65 |
| Passing | 20 | National Mean | 71 | 81 | 79 | 68 | 80 | 75 | 80 | 78 | 67 | 76 | 69 | 62 | 52 | 65 | 54 | 30 | 66 | 4 | 74 | 61 | 79 | 60 |
| Failing | 12 | % of National Mean | 104 | 104 | 103 | 93 | 94 | 97 | 99 | 104 | 94 | 101 | 114 | 95 | 113 | 108 | 102 | 127 | 112 | 425 | 97 | 103 | 101 | 108 |

*Note: There were no problem sections linked to this content domain.

National Board for Respiratory Care CSE Percentage Scores by Problem Types

**KALAMAZOO VALLEY COMMUNITY
COLLEGE - 200239**

1/1/2018 through 12/31/2020

| | | Total | A1 | A2 | A3 | A4 | A5 | B | C1 | C2 | D | E1 | E2 | E3 | E4 | F1 | F2 | G1 | G2 | |
|--|--|--------------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|

All Candidate Summary

| | | | | | | | | | | | | | | | | | | | | |
|---------|----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|
| Total | 83 | Program Mean | 78 | 81 | 73 | 81 | 89 | 61 | 76 | 80 | 57 | 77 | 78 | 65 | 83 | 73 | 72 | 69 | 85 | 86 |
| Passing | 55 | National Mean | 75 | 76 | 73 | 77 | 82 | 61 | 74 | 73 | 66 | 78 | 76 | 63 | 74 | 71 | 70 | 69 | 77 | 85 |
| Failing | 28 | % of National Mean | 104 | 107 | 100 | 105 | 109 | 100 | 103 | 110 | 86 | 99 | 103 | 103 | 112 | 103 | 103 | 100 | 110 | 101 |

New Candidate Summary

| | | | | | | | | | | | | | | | | | | | | |
|---------|----|--------------------|-----|-----|----|-----|-----|----|-----|-----|----|----|-----|-----|-----|-----|-----|-----|-----|----|
| Total | 51 | Program Mean | 79 | 84 | 73 | 82 | 87 | 60 | 76 | 81 | 53 | 78 | 79 | 63 | 86 | 72 | 72 | 70 | 89 | 84 |
| Passing | 35 | National Mean | 76 | 77 | 74 | 77 | 84 | 62 | 75 | 75 | 67 | 79 | 77 | 63 | 75 | 72 | 71 | 69 | 78 | 86 |
| Failing | 16 | % of National Mean | 104 | 109 | 99 | 106 | 104 | 97 | 101 | 108 | 79 | 99 | 103 | 100 | 115 | 100 | 101 | 101 | 114 | 98 |

Repeat Candidate Summary

| | | | | | | | | | | | | | | | | | | | | |
|---------|----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|----|-----|-----|
| Total | 32 | Program Mean | 76 | 77 | 72 | 80 | 91 | 63 | 78 | 79 | 66 | 75 | 77 | 68 | 80 | 74 | 71 | 68 | 78 | 91 |
| Passing | 20 | National Mean | 74 | 75 | 71 | 76 | 80 | 59 | 73 | 72 | 64 | 78 | 75 | 64 | 72 | 69 | 69 | 69 | 76 | 84 |
| Failing | 12 | % of National Mean | 103 | 103 | 101 | 105 | 114 | 107 | 107 | 110 | 103 | 96 | 103 | 106 | 111 | 107 | 103 | 99 | 103 | 108 |

Problem types are described within the examination detailed content outline in the table containing the codes. The outline is published at nbrc.org.

National Board for Respiratory Care
CSE School Summary

KALAMAZOO VALLEY COMMUNITY COLLEGE - 200239

01/01/2018 through 12/31/2020

| <u>All Candidate Summary</u> | | Program Pass % | National Pass % | % of National |
|------------------------------|----|----------------|-----------------|---------------|
| Total | 83 | 66.27% | 57.62% | 115.00% |
| Passing | 55 | | | |
| Failing | 28 | | | |

| <u>New Candidate Summary</u> | | Program Pass % | National Pass % | % of National |
|------------------------------|----|----------------|-----------------|---------------|
| Total | 51 | 68.63% | 63.30% | 108.41% |
| Passing | 35 | | | |
| Failing | 16 | | | |

| <u>Repeat Candidate Summary</u> | | Program Pass % | National Pass % | % of National |
|---------------------------------|----|----------------|-----------------|---------------|
| Total | 32 | 62.50% | 50.14% | 124.65% |
| Passing | 20 | | | |
| Failing | 12 | | | |

**National Board for Respiratory Care
TMC School Summary**

KALAMAZOO VALLEY COMMUNITY COLLEGE - 200239

01/01/2018 through 12/31/2020

| Low Cut: | | Program Pass | National Pass | Compared to National |
|----------------------------------|-----------|---------------------|----------------------|-----------------------------|
| All Candidate Summary | | | | |
| Passing overall | 62 | 96.88% | 62.06% | 156.10% |
| Passing within 3 attempts | 61 | 95.31% | 54.93% | 173.50% |
| Total | 64 | | | |

| High Cut: | | Program Pass | National Pass | Compared to National |
|----------------------------------|-----------|---------------------|----------------------|-----------------------------|
| All Candidate Summary | | | | |
| Passing overall | 54 | 84.38% | 47.49% | 177.68% |
| Passing within 3 attempts | 53 | 82.81% | 44.31% | 186.88% |
| Total | 64 | | | |

| First Time Candidate Summary | | | | |
|-------------------------------------|-----------|---------------|--------|---------|
| Passing overall | 49 | 98.00% | 78.63% | 124.63% |
| Total | 50 | | | |

| First Time Candidate Summary | | | | |
|-------------------------------------|-----------|---------------|--------|---------|
| Passing overall | 44 | 88.00% | 68.66% | 128.16% |
| Total | 50 | | | |

| Repeat Candidate Summary | | | | |
|----------------------------------|-----------|---------------|--------|---------|
| Passing overall | 13 | 92.86% | 45.97% | 201.99% |
| Passing within 3 attempts | 12 | 85.71% | 31.96% | 268.21% |
| Total | 14 | | | |

| Repeat Candidate Summary | | | | |
|----------------------------------|-----------|---------------|--------|---------|
| Passing overall | 10 | 71.43% | 26.91% | 265.43% |
| Passing within 3 attempts | 9 | 64.29% | 20.68% | 310.80% |
| Total | 14 | | | |

National Board for Respiratory Care TMC Scores by Content Area

KALAMAZOO VALLEY COMMUNITY COLLEGE - 200239

1/1/2018 through 12/31/2020

| | Total Raw Score | 1A | 1B | 1C | 1D | 1E | 1TOT | 2A | 2B | 2C | 2TOT | 3A | 3B | 3C | 3D | 3E | 3F | 3G | 3H | 3I | 3TOT | |
|--------------------|-----------------------|----|----|----|----|----|------|----|----|----|------|----|----|----|----|----|----|----|----|----|------|--|
| High Cut Score: 94 | 140 | 8 | 13 | 12 | 11 | 11 | 55 | 15 | 2 | 3 | 20 | 9 | 6 | 9 | 5 | 19 | 6 | 4 | 4 | 3 | 65 | |
| Low Cut Score: 88 | | | | | | | | | | | | | | | | | | | | | | |

All Candidate Summary

| | | | | | | | | | | | | | | | | | | | | | | | |
|---------|----|--------------------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----|------|------|
| Total | 44 | Program Mean Score | 104.1 | 5.4 | 9.7 | 8.4 | 8.2 | 7.9 | 39.6 | 11.4 | 1.6 | 2.1 | 15.1 | 7.3 | 4.0 | 7.3 | 3.8 | 15.0 | 4.2 | 3.3 | 2.3 | 2.2 | 49.3 |
| Passing | 43 | National Mean | 93.3 | 5.2 | 8.7 | 7.9 | 7.5 | 7.7 | 37.0 | 9.7 | 1.5 | 2.0 | 13.2 | 6.2 | 3.7 | 5.9 | 3.5 | 12.5 | 4.0 | 2.8 | 2.8 | 2.1 | 43.5 |
| Failing | 1 | % of National Mean | 112% | 104% | 111% | 106% | 109% | 103% | 107% | 118% | 107% | 105% | 114% | 118% | 108% | 124% | 109% | 120% | 105% | 118% | 82% | 105% | 113% |

New Candidate Summary

| | | | | | | | | | | | | | | | | | | | | | | | |
|---------|----|--------------------|-------|-----|------|-----|------|-----|------|------|------|------|------|------|-----|------|------|------|-----|------|-----|------|------|
| Total | 36 | Program Mean Score | 105.3 | 5.5 | 9.9 | 8.5 | 8.2 | 8.0 | 40.1 | 11.6 | 1.6 | 2.2 | 15.4 | 7.5 | 3.8 | 7.3 | 3.9 | 15.3 | 4.2 | 3.2 | 2.5 | 2.3 | 49.9 |
| Passing | 36 | National Mean | 101.0 | 5.8 | 9.4 | 8.6 | 8.1 | 8.1 | 40.0 | 10.6 | 1.5 | 2.1 | 14.2 | 6.6 | 4.0 | 6.5 | 3.8 | 13.5 | 4.4 | 2.9 | 3.0 | 2.3 | 47.0 |
| Failing | 0 | % of National Mean | 104% | 95% | 105% | 99% | 101% | 99% | 100% | 109% | 107% | 105% | 108% | 114% | 95% | 112% | 103% | 113% | 95% | 110% | 83% | 100% | 106% |

Repeat Candidate Summary

| | | | | | | | | | | | | | | | | | | | | | | | |
|---------|---|--------------------|------|------|------|------|------|------|------|------|------|-----|------|------|------|------|------|------|------|------|-----|------|------|
| Total | 8 | Program Mean Score | 98.6 | 5.0 | 8.8 | 8.1 | 8.1 | 7.6 | 37.6 | 10.5 | 1.5 | 1.8 | 13.8 | 6.6 | 4.9 | 7.4 | 3.3 | 13.5 | 4.3 | 3.5 | 1.8 | 2.1 | 47.2 |
| Passing | 7 | National Mean | 85.5 | 4.7 | 8.1 | 7.2 | 6.8 | 7.2 | 34.0 | 8.8 | 1.5 | 2.0 | 12.3 | 5.8 | 3.3 | 5.3 | 3.2 | 11.5 | 3.6 | 2.6 | 2.6 | 2.0 | 39.9 |
| Failing | 1 | % of National Mean | 115% | 106% | 109% | 113% | 119% | 106% | 111% | 119% | 100% | 90% | 112% | 114% | 148% | 140% | 103% | 117% | 119% | 135% | 69% | 105% | 118% |

National Board for Respiratory Care TMC Scores by Content Area

KALAMAZOO VALLEY COMMUNITY COLLEGE - 200239

1/1/2018 through 12/31/2020

| | Total Raw Score | 1A | 1B | 1C | 1D | 1E | 1TOT | 2A | 2B | 2C | 2TOT | 3A | 3B | 3C | 3D | 3E | 3F | 3G | 3H | 3I | 3TOT | |
|--------------------|-----------------|----|----|----|----|----|------|----|----|----|------|----|----|----|----|----|----|----|----|----|------|--|
| High Cut Score: 92 | 140 | 10 | 10 | 12 | 10 | 8 | 50 | 15 | 2 | 3 | 20 | 10 | 5 | 15 | 4 | 18 | 6 | 5 | 4 | 3 | 70 | |
| Low Cut Score: 86 | | | | | | | | | | | | | | | | | | | | | | |

All Candidate Summary

| | | | | | | | | | | | | | | | | | | | | | | | |
|---------|----|--------------------|-------|------|------|------|------|------|------|------|------|-----|------|------|------|------|------|------|------|------|------|------|------|
| Total | 20 | Program Mean Score | 104.0 | 7.1 | 7.6 | 8.3 | 7.1 | 6.2 | 36.3 | 11.4 | 1.5 | 1.8 | 14.7 | 8.6 | 3.3 | 10.9 | 3.2 | 13.6 | 4.6 | 3.9 | 2.6 | 2.7 | 53.2 |
| Passing | 19 | National Mean | 92.1 | 6.5 | 6.9 | 7.7 | 6.5 | 5.6 | 33.2 | 10.1 | 1.4 | 1.9 | 13.4 | 6.7 | 2.8 | 9.7 | 2.7 | 11.6 | 4.1 | 3.4 | 2.6 | 2.1 | 45.7 |
| Failing | 1 | % of National Mean | 113% | 109% | 110% | 108% | 109% | 111% | 109% | 113% | 107% | 95% | 110% | 128% | 118% | 112% | 119% | 117% | 112% | 112% | 100% | 129% | 116% |

New Candidate Summary

| | | | | | | | | | | | | | | | | | | | | | | | |
|---------|----|--------------------|-------|------|------|------|------|------|------|------|-----|-----|------|------|------|------|------|------|------|------|-----|------|------|
| Total | 14 | Program Mean Score | 105.6 | 7.1 | 7.6 | 8.6 | 7.2 | 6.1 | 36.6 | 11.4 | 1.4 | 1.8 | 14.6 | 9.1 | 3.6 | 11.0 | 3.2 | 13.4 | 4.7 | 3.9 | 2.7 | 2.7 | 54.3 |
| Passing | 13 | National Mean | 99.0 | 7.1 | 7.4 | 8.3 | 7.1 | 5.9 | 35.8 | 10.7 | 1.5 | 2.0 | 14.2 | 7.1 | 3.1 | 10.5 | 2.9 | 12.5 | 4.4 | 3.6 | 2.8 | 2.2 | 49.1 |
| Failing | 1 | % of National Mean | 107% | 100% | 103% | 104% | 101% | 103% | 102% | 107% | 93% | 90% | 103% | 128% | 116% | 105% | 110% | 107% | 107% | 108% | 96% | 123% | 111% |

Repeat Candidate Summary

| | | | | | | | | | | | | | | | | | | | | | | | |
|---------|---|--------------------|-------|------|------|------|------|------|------|------|------|-----|------|------|-----|------|------|------|------|------|-----|------|------|
| Total | 6 | Program Mean Score | 100.3 | 7.2 | 7.5 | 7.5 | 6.8 | 6.3 | 35.3 | 11.3 | 1.7 | 1.7 | 14.7 | 7.3 | 2.3 | 10.7 | 3.2 | 14.0 | 4.3 | 3.7 | 2.3 | 2.5 | 50.3 |
| Passing | 6 | National Mean | 84.2 | 5.8 | 6.3 | 7.0 | 5.9 | 5.3 | 30.3 | 9.3 | 1.3 | 1.8 | 12.4 | 6.2 | 2.5 | 8.7 | 2.5 | 10.6 | 3.8 | 3.1 | 2.4 | 1.9 | 41.7 |
| Failing | 0 | % of National Mean | 119% | 124% | 119% | 107% | 115% | 119% | 117% | 122% | 131% | 94% | 119% | 118% | 92% | 123% | 128% | 132% | 113% | 119% | 96% | 132% | 121% |