



## ON-SITE REVIEW INTERVIEW GUIDE

### Instructions to On-Site Reviewers:

This guide is designed to provide on-site reviewers with assistance in gathering and verifying program information and evidence relative to the *2015 CoARC Accreditation Standards for Entry into Respiratory Care Professional Practice*.

This guide is not meant to be all-inclusive of the questions that can be asked by on-site reviewers. Conversely, site visitors should refrain from asking every question included in this guide.

All information made available to on-site reviewers for and during their interview process is to be considered confidential. Team members are also privy to a number of opinions expressed by individuals during their interviews; these too are confidential. Prior to each interview, the interviewees must be informed about the accreditation process, the specific role of the on-site reviewers, and the importance that the CoARC places on confidentiality.

***Parenthetical Reference: 2015 CoARC Accreditation Standards for Entry into Respiratory Care Professional Practice***

### President/CEO/Consortium Chair

1. In what ways does your institution support the continued professional growth of program faculty and staff? ***(Standard 1.04)***
2. In what ways does your institution assure that appropriate security and personal safety measures are addressed for program students in all locations where instruction occurs? ***(Standard 5.08)***
3. [If applicable] Describe how your institution ensures that program students and faculty at geographically distant locations (i.e. satellite campuses) have access to academic support services and resources equivalent to those on the main campus. ***(Standard 1.06)***
4. Describe how your institution ensures adequate funding for the program to meet the goals/objectives of the program. ***(Standard 2.01)***
5. Describe how your institution ensures adequate academic resources (e.g., library, computer and technology resources, advising, counseling, and placement services) for the program to meet the goals/objectives of the program. ***(Standard 2.01)***
6. Describe how your institution ensures adequate physical (e.g., classroom/laboratory space) resources for the program to meet its goals/objectives. ***(Standard 2.01)***



**Dean/Division Chair**

1. Describe how your institution ensures that academic policies apply to all students and faculty regardless of the location of instruction? **(Standard 1.06)**
2. Describe how your institution ensures a sufficient number of appropriately qualified faculty members, clinical preceptors, administrative and technical support staff to meet the goals/objectives of the program. **(Standard 2.13)**
3. In what ways does your institution support the Program Director's ability to carry out his or her administrative responsibilities for the program (which include the management, administration, continuous review and analysis, planning, development, and general effectiveness of the respiratory care program)? **(Standard 2.03)**
4. In what ways does your institution support the Director of Clinical Education's ability to carry out his or her administrative responsibilities for the program (which include the organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the respiratory care program)? **(Standard 2.07)**
5. Describe how the program's goals are compatible with your institution's mission. **(Standard 3.02)**
6. Do respiratory students have access to academic support services (e.g., library, computer and technology resources, advising, counseling, and placement services) that are provided to other students in the institution? **(Standard 5.11)**
7. Describe the institution's policies and procedures, including location, for maintaining student records related to admission, advisement, counseling, and evaluation. Are there any provisions that would allow students to have access to their academic records? What are your institution's policies regarding access to records by work-study students [If applicable]? **(Standard 5.11)**

**Program Director**

1. Describe the support you receive from administration with regard to continued professional growth of faculty and staff? **(Standard 1.04)**
2. Describe how appropriate supervision is assured for students in all locations where instruction occurs. **(Standard 5.09)**
3. Describe how appropriate security and personal safety measures are addressed for students and



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faculty in all locations where instruction occurs. *(Standard 5.08)*

4. Is there a formal affiliation agreement or memorandum of understanding between your institution and all other entities that participate in the education of the respiratory students? Do these agreements accurately describe the relationships, roles, and responsibilities between the sponsor and that entity? What is the process by which you ensure that such agreements are reviewed and maintained up-to-date? *(Standard 4.10)*
5. Is adequate space allocated for program administration? *(Standard 2.01)*
6. Are the financial resources of the program adequate to enable achievement of the program goal(s) and outcomes? *(Standard 2.01)*
7. How do you maintain regular and consistent contact with your students and program faculty? *(Standard 2.06)*
8. Do you feel there is sufficient faculty to provide effective instruction in the didactic, laboratory, and clinical setting? *(Standard 2.13)*
9. What mechanisms do you use to ensure that instructors are appropriately credentialed for the content areas they teach, knowledgeable in subject matter through training and experience, and effective in teaching their assigned subjects? *(Standard 2.13)*
10. Do you feel there is sufficient administrative and clerical support staff to meet the program's goals and objectives? *(Standard 2.15)*
11. Describe how program goals are reviewed annually by program personnel to ensure compatibility with the mission of the sponsoring educational institution. *(Standard 3.02)*
12. Do you complete the CoARC Personnel-Program Resource Survey at least annually? *(Standard 2.16)*
13. Does the program employ student evaluation methods that measure all defined program competencies? Are the program competencies and evaluation methods written and communicated to all enrolled students? *(Standard 3.06)*
14. How does the program ensure that course content, learning experiences (didactic, laboratory, and clinical), and access to learning materials are equivalent for each student regardless of location? *(Standard 4.01)*
15. Describe the methods used to ensure that each clinical site, or collection of sites, provides sufficient breadth and depth of clinical exposure to ensure achievement of all clinical competencies. *(Standard 4.09)*



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16. Describe the methods used to ensure that students at various program locations have access to similar course materials, laboratory equipment and materials, and academic support services. ***(Standard 4.09)***
17. How do students receive accurate and complete information about the program prior to admission and enrollment? ***(Standard 5.02)***
18. Are admission procedures non-discriminatory and followed as published? Where are they published? ***(Standard 5.04)***
19. Describe the methods used to ensure that guidance (i.e., with academic concerns, personal/social concerns and career awareness) is available to assist students in understanding and abiding by program policies and practices. ***(Standard 5.11)***
20. Describe the methods used to ensure that students have access to the academic support services (e.g., library, computer and technology resources, advising, counseling, and placement services) that are provided to other students in the institution. ***(Standard 5.11)***
21. Describe the methods used to ensure that students have timely access to faculty for assistance and counseling regarding their academic concerns and problems. ***(Standard 5.11)***
22. Describe the institution's policies and procedures, including location, for maintaining student records related to admission, advisement, counseling, and evaluation. Are there any provisions that would allow students to have access to their academic records? What are your institution's policies regarding access to records by work-study students [if applicable]? ***(Standard 5.12)***
23. Does the program have/keep records of all programmatic evaluations for the program goal(s) and learning domains in sufficient detail to document learning progress, deficiencies and achievement of competencies? ***(Standard 5.13)***

### **Director of Clinical Education**

1. How do you maintain regular and consistent contact with your students, program faculty, and clinical affiliates? ***(Standard 2.10)***
2. Is there sufficient faculty to provide effective instruction in the clinical setting? In clinical rotations, is the student to faculty ratio no greater than 6:1? ***(Standard 2.13)***
3. Do you complete the CoARC Personnel-Program Resource Survey at least annually? ***(Standard 2.16)***



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4. Describe the processes that facilitate the development of inter-rater reliability among those individuals who perform student clinical evaluations. Does the program include inter-rater reliability measures in its clinical evaluation methods? When significant differences do occur, does the program have a plan of action for addressing these differences? ***(Standard 3.07)***
5. Describe the mechanisms in place for evaluating the clinical sites and preceptors. Does the program apply comparable evaluation processes to all clinical sites regardless of geographic location? ***(Standard 3.16)***
6. How do you ensure that preceptors are providing adequate observation and supervision of student performance while on supervised clinical practice experiences? Are they providing adequate feedback and mentoring to students? ***(Standard 3.12)***
7. Does the program employ student evaluation methods that measure all defined program competencies? Are the program competencies and evaluation methods written and communicated to all enrolled students? ***(Standard 4.01)***
8. Is the clinical component of the curriculum sequential, integrated with didactic and laboratory instruction and consistent with the overall instructional plan of the program? How is this assured? ***(Standard 4.08)***
9. Describe the methods to ensure that clinical education experiences at each clinical site are of sufficient quality and duration to enable students to meet program goals and acquire the competencies needed for clinical practice. Describe the mechanisms in place to document the progressive independence of the student in the clinical setting. ***(Standard 4.08)***
10. Describe the methods to ensure that students at various program locations have access to similar course materials, laboratory equipment and materials, and academic support services. ***(Standard 4.09)***
11. Describe the methods to ensure that clinical experiences are of sufficient quality and duration to meet the required clinical objectives/competencies identified in the clinical syllabi for each clinical rotation. ***(Standard 4.11)***
12. How do you determine that sufficient practice time and learning experiences is provided during clinical rotations to ensure that students attain clinical competence? ***(Standard 4.11)***
13. Are there formal written, duly executed agreements with all clinical education sites for students? Are there designated preceptors for students at each site? Are students required to secure their own clinical education sites or preceptors for required clinical rotations? Are students informed at each clinical site which instructional faculty member is serving in the preceptor role and how to contact this faculty member? ***(Standard 4.10)***



14. Does the program include a service work statement in the program materials available to both students and clinical supervisors, stating that respiratory care students must not be substituted for paid staff? **(Standard 5.09)**
15. Do students complete clinical coursework while in an employee status at a clinical affiliate? Do students receive any form of remuneration in exchange for work they perform incident to their clinical education coursework and experiences? **(Standard 5.10)**

### **Medical Director**

1. What are your responsibilities as the Medical Director? **(Standard 2.11)**
2. How do you ensure that students have adequate physician interaction? **(Standard 2.11)**
3. What is your interaction with the Director of Clinical Education to assure physician input at all clinical sites? **(Standard 2.11)**
4. What is your involvement with the program's Advisory Committee? **(Standard 3.04)**
5. Do you complete the CoARC Personnel-Program Resource Survey at least annually? **(Standard 2.16)**

### **Program Faculty**

1. Is adequate and appropriate space allocated for the program? How is this determined? **(Standard 2.01)**
2. Are instructional materials and supplies adequate? **(Standard 2.01)**
3. Are libraries/learning resources adequate to enable achievement of program goal(s) and outcomes? **(Standard 2.01)**
4. Is the laboratory equipment readily available and sufficient to enable achievement of the program goal(s) and outcomes? **(Standard 2.01)**
5. Are the financial resources of the program adequate to enable achievement of the program goal(s) and outcomes? **(Standard 2.01)**
6. Do you feel the PD provides regular and consistent contact with both you and students? **(Standard 2.06)**



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7. Do you feel there is sufficient faculty to provide effective instruction in the didactic, laboratory, and clinical setting? **(Standard 2.13)**
8. What is your interaction with the Medical Director to assure physician involvement in student education? **(Standard 2.11)**
9. Do you feel there is sufficient administrative and clerical support staff to meet the program's goals and objectives? **(Standard 2.15)**
10. What involvement do you have in reviewing program goals? **(Standard 3.02)**
11. Do you complete the CoARC Personnel-Program Resource Survey at least annually? **(Standard 2.16)**
12. How do you ensure that evaluations are conducted with sufficient frequency to keep students apprised of their progress toward achieving the curriculum competencies, and to allow immediate identification of learning deficiencies and the development of a means for their remediation in a reasonable time frame? **(Standard 3.06)**
13. Are written criteria for passing, failing, and progression in the program provided to students? **(Standard 3.06)**
14. What are the processes by which the evaluation of student performance is communicated to that student? **(Standard 3.06)**
15. Describe the processes that facilitate the development of inter-rater reliability among those individuals who perform student clinical evaluations. Does the program include inter-rater reliability measures in its clinical evaluation methods? When significant differences do occur, does the program have a plan of action for addressing these differences? **(Standard 3.07)**
16. Does the program employ student evaluation methods that measure all defined program competencies? Are the program competencies and evaluation methods written and communicated to all enrolled students? **(Standard 3.06)**
17. Are written course descriptions, content outlines, including topics to be presented, specific instructional objectives, learning outcomes, and evaluation procedures provided to students at the initiation of each respiratory care course? **(Standard 4.03)**
18. How often is curricular content (written course descriptions, content outlines, including topics to be presented, specific instructional objectives, learning outcomes, and evaluation procedures for each respiratory care course) reviewed and revised to accurately reflect instruction being provided as well as new concepts and techniques taught in the program? **(Standard 4.03)**



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19. How does the program ensure that course content, learning experiences (didactic, laboratory, and clinical), and access to learning materials are substantially equivalent for each student regardless of location? **(Standard 4.09)**
20. Has the faculty grievance procedure been made known to you? By what means? **(Standard 5.06)**
21. Describe the methods used to ensure that guidance (i.e., with academic concerns, personal/social concerns and career awareness) is available to assist students in understanding and abiding by program policies and practices. **(Standard 5.11)**
22. Describe the methods used to ensure that students have access to the academic support services (e.g., library, computer and technology resources, advising, counseling, and placement services) that are provided to other students in the institution. **(Standard 5.11)**
23. Describe the methods used to ensure that students have timely access to faculty for assistance and counseling regarding their academic concerns and problems. **(Standard 5.11)**
24. Does the program have/keep records of all programmatic evaluations for the program goal(s) and learning domains in sufficient detail to document learning progress, deficiencies and achievement of competencies? **(Standard 5.12)**

### **Clinical Faculty**

1. Do you feel the DCE provides regular and consistent contact with both you and the students at your facility? **(Standard 2.10)**
2. What is the direct physician interaction and involvement with respiratory students for the clinical experiences at your facility? How is this documented? **(Standard 2.11)**
3. Is there sufficient faculty to provide effective instruction at your facility? In your facility, is the respiratory student to clinical faculty ratio no greater than 6:1? **(Standard 2.13)**
4. Do you complete the CoARC Personnel-Program Resource Survey at least annually? **(Standard 2.16)**
5. Are evaluations conducted with sufficient frequency to keep students apprised of their progress toward achieving the curriculum competencies, and to allow immediate identification of learning deficiencies and the development of a means for their remediation in a reasonable time frame? **(Standard 3.06)**
6. Are written criteria for passing, failing, and progression in the program provided to students? **(Standard 3.06)**



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7. What are the processes by which the evaluation of individual student performance is communicated to students? **(Standard 3.06)**
8. How do you participate in program inter-rater reliability measures for evaluating students at your facility? When significant differences in evaluations do occur, does the program address these differences with you? **(Standard 3.07)**
9. How do you provide adequate observation and supervision of student performance while on supervised clinical practice experiences? Are you providing adequate feedback and mentoring to students? **(Standard 3.12)**
10. Are written course descriptions, content outlines, including topics to be presented, specific instructional objectives, learning outcomes, and evaluation procedures provided to students at the initiation of each clinical respiratory care course? **(Standard 4.03)**
11. Is the clinical component of the curriculum sequential, integrated with didactic and laboratory instruction and consistent with the overall instructional plan of the program? How is this assured? **(Standard 4.08)**
12. Are the clinical education experiences at your facility of sufficient quality and duration to enable students to meet program goals and acquire the competencies needed for clinical practice? Describe the mechanisms in place to document the progressive independence of the student in the clinical setting at your facility. **(Standard 4.08)**
13. How do you determine that sufficient practice time and learning experiences is provided at your facility to ensure that students attain clinical competence? **(Standard 4.08)**
14. Is there a formal written, duly executed agreement between the program and your facility? Are there designated preceptors for students at your facility? Are students required to secure their own clinical education sites or preceptors for required clinical rotations? Are students informed at your facility which instructional faculty member is serving in the preceptor role and how to contact this faculty member? **(Standard 4.10)**
15. Are respiratory care students substituted for paid staff at your facility? **(Standard 5.09)**
16. Do students complete clinical coursework while in an employee status at your facility? Do students receive any form of remuneration in exchange for work they perform incident to their clinical education coursework and experiences at your facility? **(Standard 5.10)**



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### Advisory Committee

1. When indicated, are proposed substantive changes reviewed and approved? *(Standard 1.07)*
2. Are the program's goal(s) and learning domains representative of the needs of the communities of interest served by the program (students, graduates, faculty, college administration, employers, physicians, and the public)? *(Standard 3.04)*
3. Are the program outcomes, instructional effectiveness, and planned response(s) to changes in program goals reviewed and evaluated at least annually? *(Standard 3.04)*
4. Do you complete the CoARC Personnel-Program Resource Survey at least annually? *(Standard 2.16)*
5. Where applicable, do you complete the CoARC Employer Survey for graduates that you've hired? *(Standard 3.08)*
6. Do you feel that the length of study in the respiratory care program is sufficient for students to acquire the expected knowledge and competencies? *(Standard 4.08)*

### Students

1. Is adequate and appropriate space allocated for the program? *(Standard 2.01)*
2. Are instructional materials and supplies adequate? *(Standard 2.01)*
3. Are libraries/learning resources adequate? *(Standard 2.01)*
4. Is the laboratory equipment readily available and sufficient? *(Standard 2.01)*
5. Do you feel the PD provides regular and consistent contact with you? *(Standard 2.06)*
6. Do you feel the DCE provides regular and consistent contact with you? *(Standard 2.10)*
7. What is your interaction with the Medical Director? *(Standard 2.11)*
8. Do you feel there is sufficient faculty to provide effective instruction in the didactic, laboratory, and clinical setting? *(Standard 2.13)*
9. Do you feel there is sufficient administrative and clerical support staff? *(Standard 2.15)*
10. Did you complete the CoARC Student-Program Resource Survey at least annually? *(Standard 2.16)*



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11. Are evaluations of you conducted with sufficient frequency to keep you apprised of your progress toward achieving the curriculum competencies and to allow immediate identification of learning deficiencies? ***(Standard 3.06)***
12. Are written criteria for passing, failing, and progression in the program provided to you? ***(Standard 3.06)***
13. Are grading criteria clearly defined for each course, communicated to you, and applied consistently? ***(Standard 3.06)***
17. Are you provided with adequate observation and supervision of your performance while on supervised clinical practice experiences? Are you provided with adequate feedback and mentoring? ***(Standard 3.12)***
18. Are program competencies and evaluation methods written and communicated to you? ***(Standard 3.06)***
19. Are written course descriptions, content outlines, including topics to be presented, specific instructional objectives, learning outcomes, and evaluation procedures provided to you at the initiation of each respiratory care course? ***(Standard 4.03)***
20. Do you feel the courses you took were provided in an appropriate sequence? If not, what could be changed? ***(Standard 4.08)***
21. Do you feel that the length of study in the respiratory care program is sufficient for you to acquire the expected knowledge and competencies? ***(Standard 4.08)***
22. Are the clinical education experiences of sufficient quality and duration to enable you to acquire the competencies needed for clinical practice? ***(Standard 4.08)***
23. Describe how you feel about your competence when you are in the clinical setting. Is sufficient practice time and learning experiences provided to you to ensure that you attain clinical competence? ***(Standard 4.08)***
24. Did you receive accurate and complete information about the program prior to admission and enrollment? Where is this information published? ***(Standard 5.02)***
25. Have the following been made known to you?
  - a) The college's institutional and programmatic accreditation status;
  - b) Admissions and transfer policies;
  - c) Requirements for prior education or work experience;



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- d) Policies regarding advanced placement;
- e) Required academic and technical standards;
- f) Requirements for completion of each segment of the program;
- g) All graduation requirements;
- h) Academic calendar;
- i) Academic credit required for program completion;
- j) Estimates of tuition, fees and other costs related to the program;
- k) Policies and procedures for student withdrawal, probation, suspension, and dismissal;
- l) Policies and procedures for refunds of tuition and fees;
- m) Policies that may allow students to work in clinical settings outside of formal educational activities outlined in the curriculum;
- n) Policies and procedures for processing student grievances. **(Standard 5.02)**

26. Are admission procedures non-discriminatory and followed as published? Where are they published? **(Standards 5.02/5.04/5.05)**
27. Do you believe that you were dealt with openly and fairly during the admissions process? **(Standard 5.04)**
28. Has the procedure for filing student grievances been made available to you? **(Standard 5.05)**
29. Are you required to secure your own clinical education sites or preceptors for required clinical rotations? Are you informed of which instructional faculty member is serving in the preceptor role and how to contact this faculty member? **(Standard 4.11)**
30. Do you feel the college provides a safe environment for learning in all instructional areas (i.e., classroom, laboratory, and clinical)? Are you informed, in advance, of clinical site health, safety or security policies? Do you participate in and complete HIPAA training? If so, who (i.e., program, school, or clinical site) provides the training? **(Standard 5.08)**
31. Are you substituted for paid staff when you are on clinical rotations? **(Standard 5.09)**
32. Do you complete clinical coursework while in an employee status at any clinical sites? Do you receive any form of remuneration in exchange for work you perform incident to your clinical education coursework and experiences? **(Standard 5.10)**
33. Is adequate guidance (i.e., with academic concerns, personal/social concerns and career awareness) available to assist you in understanding and abiding by program policies and practices? **(Standard 5.11)**
34. Is there adequate access to academic support services (e.g., library, computer and technology resources, advising, counseling, and placement services)? **(Standard 5.11)**



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35. Is there adequate and timely access to faculty for assistance and counseling regarding your academic concerns and problems? Does the program faculty have office hours? *(Standard 5.11)*

### Graduates

1. Was adequate and appropriate space allocated for the program? *(Standard 2.01)*
2. Were instructional materials and supplies adequate? *(Standard 2.01)*
3. Were libraries/learning resources adequate? *(Standard 2.01)*
4. Was the laboratory equipment readily available and sufficient? *(Standard 2.01)*
5. Did you feel the PD provided regular and consistent contact with you? *(Standard 2.06)*
6. Did you feel the DCE provided regular and consistent contact with you? *(Standard 2.10)*
7. What was your interaction with the Medical Director? *(Standard 2.11)*
8. Do you feel there was sufficient faculty to provide effective instruction in the didactic, laboratory, and clinical setting? *(Standard 2.13)*
14. Do you feel there was sufficient administrative and clerical support staff? *(Standard 2.15)*
15. Did you complete the CoARC Student-Program Resource Survey while you were in the program? *(Standard 2.16)*
16. Were evaluations of you conducted with sufficient frequency to keep you apprised of your progress toward achieving the curriculum competencies and to allow immediate identification of learning deficiencies? *(Standard 3.06)*
17. Were written criteria for passing, failing, and progression in the program provided to you? *(Standard 3.06)*
18. Were grading criteria clearly defined for each course, communicated to you, and applied consistently? *(Standard 3.06)*
36. Did you complete the CoARC Graduate Survey following graduation? *(Standard 3.08)*
37. Were you provided with adequate observation and supervision of your performance while on



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supervised clinical practice experiences? Were you provided with adequate feedback and mentoring? ***(Standard 3.12)***

38. How were program competencies and evaluation methods written and communicated to you? ***(Standard 3.06)***
39. Were written course descriptions, content outlines, including topics to be presented, specific instructional objectives, learning outcomes, and evaluation procedures provided to you at the initiation of each respiratory care course? ***(Standard 4.03)***
40. Do you feel the courses you took were provided in an appropriate sequence? If not, what could be changed? ***(Standard 4.08)***
41. Was the curriculum consistent with the material covered in the national credentialing examinations? ***(Standard 4.03)***
42. Did you feel, at the time of graduation, that you were competent in interpersonal and communication skills to effectively interact with diverse population groups? ***(Standard 4.05)***
43. Did you feel, at the time of graduation, that you were competent in the application of problem solving strategies in the patient care setting? ***(Standard 4.06)***
44. Did you feel, at the time of graduation, that you were competent in the application of ethical decision-making and professional responsibility? ***(Standard 4.07)***
45. Do you feel that the length of study in the respiratory care program was sufficient for you to acquire the expected knowledge and competencies? ***(Standard 4.08)***
46. Did each of your clinical rotations provide sufficient breadth and depth of clinical exposure to ensure achievement of the clinical competencies required for that rotation? ***(Standard 4.08)***
47. Was your overall clinical education of sufficient quality and duration to enable you to acquire the competencies needed for clinical practice? ***(Standard 4.08)***
48. Describe how you felt about your competence when you were in the clinical setting. Was sufficient practice time and learning experiences provided to you to ensure that you attain clinical competence? ***(Standard 4.08)***
49. Did you receive accurate and complete information about the program prior to admission and enrollment? ***(Standard 5.02)***
50. Had the following been made known to you?:



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- a) The college's institutional and programmatic accreditation status;
- b) Admissions and transfer policies;
- c) Requirements for prior education or work experience;
- d) Policies regarding advanced placement;
- e) Required academic and technical standards;
- f) Requirements for completion of each segment of the program;
- g) All graduation requirements;
- h) Academic calendar;
- i) Academic credit required for program completion;
- j) Estimates of tuition, fees and other costs related to the program;
- k) Policies and procedures for student withdrawal, probation, suspension, and dismissal;
- l) Policies and procedures for refunds of tuition and fees;
- m) Policies that may allow students to work in clinical settings outside of formal educational activities outlined in the curriculum;
- n) Policies and procedures for processing student grievances. **(Standard 5.02)**

51. Were admission procedures non-discriminatory and followed as published? **(Standards 5.02/5.04/5.05)**
52. Do you believe that you were dealt with openly and fairly during the admissions process? **(Standard 5.04)**
53. Was the procedure for filing student grievances made available to you? **(Standard 5.05)**
54. Were you required to secure your own clinical education sites or preceptors for required clinical rotations? Were you informed of which instructional faculty member was serving in the preceptor role and how to contact this faculty member? **(Standard 4.11)**
55. Do you feel the college provided a safe environment for learning in all instructional areas (i.e., classroom, laboratory, and clinical)? Were you informed, in advance, of clinical site health, safety or security policies? Did you participate in and complete HIPAA training? If so, who (i.e., program, school, or clinical site) provided the training? **(Standard 5.08)**
56. Were you substituted for paid staff when you were on clinical rotations? **(Standard 5.09)**
57. Did you complete clinical coursework while in an employee status at any clinical sites? Did you receive any form of remuneration in exchange for work you performed incident to your clinical education coursework and experiences? **(Standard 5.10)**
58. Was adequate guidance (i.e., with academic concerns, personal/social concerns and career awareness) available to assist you in understanding and abiding by program policies and practices? **(Standard 5.11)**



59. Was there adequate access to academic support services (e.g., library, computer and technology resources, advising, counseling, and placement services)? *(Standard 5.11)*
60. Was there adequate and timely access to faculty for assistance and counseling regarding your academic concerns and problems? Did the program faculty have office hours? *(Standard 5.11)*

**General (Can be asked to all interview groups)**

1. What are the strengths of this program? *(Form C of OSRR)*
2. What areas of this program can be improved? *(Form D of OSRR)*
3. If you could change the curriculum, what would you do? *(Form D of OSRR)*
4. Do you have any additional comments? *(Form E of OSRR)*