



FREQUENTLY ASKED QUESTIONS

(Annual Report of Current Status-RCS)

Q: Our program is looking into advanced placement of LRCP's and CRT's into the advanced level program. By doing so we would have students "transfer" into a cohort. "Advanced Placement into our program would be based on transcript evaluation and/or challenge exams. Does the annual report allow for such advanced placement students?

A: CoARC allows for advanced placement of students. CoARC defines 'advanced placement' as *"a student entering the program on or after the initial enrollment date for a cohort with prior experience, transfer of respiratory care credits from another institution, and/or credentialing in health care that leads to transfer credit. The program must have an Advanced Placement policy in place for a student to be classified as such. Examples of AP students include graduates of CoARC accredited CRT-only programs with or without the CRT credential and graduates of EMS/Paramedic accredited programs with or without the EMT/Paramedic credential."* Each institution determines the specific criteria (based on their curriculum) for advanced placement. Programs granting advanced placement should document that students receiving advanced placement have: a) Met program-defined criteria for such placement; b) Met institution-defined criteria for such placement, and c) Demonstrated appropriate competencies for the curricular components in which advanced placement is given. When entering an advanced placement student in the annual report, there is a check-off button on each Student Profile to indicate that they are "advanced placement."

Q: When we first started our program it was an entry-level certificate program. We have since changed to an advanced-level associate degree program. I have had many of our graduates from the certificate program call me and inquire about finishing their degree and becoming registry eligible. Would I count these students as a different group of students for the Report of Current status?

A: You can include them in a separate cohort even if it is just one student with a different start date or different expected graduation date. In addition, they can be listed as "advanced placement" students (see previous question) if you are granting credits for prior coursework and/or experience. You will also need to include a CRT date in each of the student profiles in your annual report since students that have earned the CRT prior to enrollment are removed from the CRT credentialing success calculation. Refer to CoARC Policy 12.04 (CRT to RRT Completion Programs) for more information and guidance.



Q: If students are starting the program at the same time but their graduation date differs due to the number of credits students have prior to admission, do I put in two different cohorts?

A: Yes, with the exception of programs on Provisional Accreditation that are limited in the number of cohorts each year, you can create as many cohorts as you deem necessary to account for students that start and/or are expected to graduate at different times. This would also include those students that are part-time.

Q: When calculating the percent of graduates passing the CRT how do we account for the students that were already CRT's before beginning the CRT to RRT transition program?

A: The revised CRT Credentialing Success calculation excludes graduates who have previously earned the CRT credential prior to matriculation into the program. For these students, you will select "Advanced Placement" when you enter the individual student data under the Student Profile page. You will also provide the date they earned the CRT credential on that same profile. The revised calculation will use this information in providing the results. You will need to explain any differences between the outcomes data on the RCS versus the NBRC Annual School Summary in the Analysis text box on the Outcomes tab.

Q: I have students that have completed their exam requirements thru another associate degree program and are entering into my program to complete baccalaureate degree requirements. Do I include these students in the annual report?

A: No. CoARC classifies these students as degree advancement students. A *Degree Advancement Program* is an educational program designed especially to meet the needs of the practicing respiratory therapist who, having already completed an accredited respiratory care program with an entry into respiratory care professional practice degree wish to obtain advanced training in Respiratory Care (e.g., Associate to Baccalaureate or Baccalaureate to Masters). Since these students are already graduates of a CoARC-accredited degree program, they are not included in the annual report for the entry into practice program; however, they are included in a separate annual report for degree advancement programs (to be developed by CoARC soon).

Q: I have entered my student graduation and credential information, however the NBRC uses the Special Certificate Date as the graduation date (and not their actual graduation date), so now my RCS outcomes data do not match my NBRC data. What do I do?

A: If the discrepancies are due to the awarding of the special certificate of CRT/RRT eligibility, you must provide a detailed explanation of this in your analysis under the Outcomes Tab of the RCS.

Q: I was informed that one of our recent graduates is employed as an RT but is listed as "per-diem" status. Would this count as a job placement?



A: As long as the graduate can demonstrate full, part-time, or per-diem employment, that's acceptable.

Q: My program submitted a voluntary withdrawal this year. Do I still need to complete the annual report?

A: When a program withdraws, CoARC asks the program to complete the annual report for the last year that they graduated a class. The reason we request this is that we need it for our overall national statistics, e.g., the number of students that applied, enrolled, graduated, etc.



Q: Since there is no longer a threshold for RRT Credentialing Success, do I still need to complete the analysis & action plan?

A: CoARC has replaced the analysis and action plan boxes with a single comment box that is to be used to explain any discrepancies between the outcomes and the NBRC Annual School Summary.

Q: If my outcomes met the established thresholds, do I still need to complete the analysis & action plan?

A: No. You only need to complete the analysis and action plan if you did not meet the threshold.

Q: If I entered a student into the wrong cohort how can I change it?

A: Select the drop down menu for cohorts under the Student Profile and select the appropriate enrollment cohort.

Q: If I've created a duplicate student profile or duplicate cohort, how can I change it?

A: Send an e-mail to Jana Anderson (jana@coarc.com) and provide the name, cohort ID# and explain that you have created a duplicate. She will delete it for you. Only the CoARC Executive Office can delete a student profile or a cohort created in error.

Q: For last year, I had 20 graduates. Do I send out graduate surveys for all 20 regardless of whether or not they are employed?

A: No. CoARC defines graduate survey participation as the number of employed graduates who return their survey, so you would only distribute surveys to those graduates who you classified as employed in their Student Profile. Keep in mind that you would also distribute employer surveys to all employers of those graduates who are employed.

Q: Is there a process of electronically obtaining graduate and employee surveys? Will using web-based surveys be acceptable for annual reporting purposes?

A: Yes. You should use web-based surveys. Keep in mind that in order to remain compliant with CoARC Standards, you must keep copies of individual surveys and not just aggregate data for 5 years. In addition, when creating a web-based survey, you must keep the same question format and sequence of questions that are used on the CoARC surveys.

Q: I missed surveying the last graduating class as students. Since it hasn't been long since they graduated, should I go back and survey them as students now?



A: No. Once they are graduated, the only survey you can administer to them is the graduate survey provided they are employed. You will have to note the missed surveys in your analysis and action plan under the Survey tab.

Q: Most of our December graduates are just getting jobs now. Their employers will therefore have nothing to report as they will either have just started orientation or not even have begun yet, so I will have few surveys for that cohort. How do I address this in the RCS?

A: For students, who just became employed, you should postpone distributing the graduate surveys until they have sufficient experience. CoARC states that graduate and employer satisfaction surveys shall be administered six (6) to twelve (12) months after graduation. You will need to provide an explanation of the survey participation rates in your analysis & action plan under the Outcomes Tab (sub-tab of the RCS Tab).

Q: Do I need to use the student consent forms that are on the CoARC website, before I send the survey's to the student's employers?

A: No. The [consent](#) forms are only a suggestion and are helpful when your employers are telling you they cannot submit the survey unless the graduate authorizes it.

Q: Do I need to enter the data on the graduate and employer satisfaction for three year reporting period or just the last year in the reporting period?

A: Yes. You need to enter data for all three applicable reporting years.

Q: Do I record employment data and employer surveys for advanced placement students?

A: Yes. CoARC requires that you administer them to all employed graduates.

Q: Is the enrollment start date the date they start respiratory core classes?

A: For annual report purposes, programmatic enrollment begins when a student enrolls in the first core respiratory care course (non-survey, non-prereq) available only to students matriculated in the respiratory care program. This may differ from the institutional definition of the enrollment or matriculation dates.

Q: Can I change enrollment information from previous years?

A: Only certain enrollment data from previous years can be altered by the program, as indicated by either an edit button at the bottom of the Enrollment & Graduation Tab or through the Students & Cohorts Tab. Anything else needs to be changed through CoARC's administrative portal. Such requests must be accompanied by an explanation/rationale for the change and are subject to approval by CoARC.



Q: Last year, I had 10/16 graduates fill out the survey. Only 7 filled it out completely, but all rated the items a 3 or better. Should I count only completed surveys, 2 of them only answered four questions?

A: If you had graduates that did not answer all the questions (especially the overall rating) then you would not count their results. You should contact those individuals and have them resubmit (a web-based survey for example with the questions categorized as 'required' would prevent that from occurring). You will also need to document the discrepancy in your analysis and action plan for the surveys on the Outcomes page.



Q: Is a student ID number required with each Student Profile?

A: Yes. Each student needs an ID number and you can use whatever number you want to use to uniquely identify that particular student.

Q: I will soon be stepping down as Program Director. My Director of Clinical Education will move into the PD position. Another faculty member will move into the DCE position. I know I need to submit Change in Key Personnel forms, but what do I do about the annual report?

A: CoARC enables the PD at the time the institution is entered into the RCS database. When the PD is replaced, CoARC will disable the prior PD, enable the new Program Director and send an e-mail to the new PD with the password and the URL where they can log on to the RCS. Any additional personnel that the program wishes to have access to the RCS will be entered into the Staff Tab by the PD. Personnel who should no longer have access to the RCS should be disabled in this tab. In addition, the person responsible for submitting the RCS should make sure the information is up-to-date on the Personnel Tab following any changes.

Q: On past reports, I've not included jobs in sleep medicine as successful employment on graduation. We do not have a sleep add-on program. Can I count these graduates as employed?

A: Yes. CoARC has revised its definition of positive (job) placement as “a graduate who, within the three year reporting period, is employed utilizing skills within the scope of practice of the respiratory care profession (i.e., full-time, part-time, or per-diem).

Q: I have a student that enrolled several years ago and then dropped out. The student reapplied and is now enrolled in a new cohort. How do I record this on the annual report?

A: If the student already has a Student Profile from their previous enrollment cohort, you would access their Student Profile and update their status from “Dropped Out” to “In Progress”. Readmitted students remain with their original enrollment cohort provided they are completing required remaining coursework. For readmitted students that need to retake all coursework (i.e., as with a new student), you would create a new Student Profile.

Q: If I have a student who was dismissed from the program, who later starts over with a new class, I have been re-entering them into the database with their new cohort. Is that correct? Will it impact my retention rate?

A: See answer about for an explanation of whether or not you should create a new Student Profile or keep them in their original enrollment cohort. If they are included in their original enrollment cohort and profile, all you need to do is switch the status from “Dropped Out” back to “In Progress” and then save the changes. Your retention numbers will automatically update.



Q: Two years ago when I entered the 2015 cohort, the expected graduation date was to be 5/4/2017. However, during this past year after having converted from semesters to quarters, the expected graduation date was moved to 6/5/2017. How do I change this on the RCS?

A: The new date needs to be changed through CoARC’s administrative portal. This request must be accompanied by an explanation/rationale for the change and are subject to approval by CoARC. Submit the request for change to Jana Anderson.

Q: Do we need to contact CoARC to change the graduation date of a student who goes part-time and is expected to graduate at a later date than the original date?

A: See previous answer for changing the expected graduation date. If a student switches from full-time to part-time (or vice versa) then they will not likely graduate on or about their original expected graduation date. You do not need to contact CoARC for this. Just include their actual graduation date in their student profile. The CoARC allows up to 30% of the graduates of a program to not graduate on time before it reaches the threshold.

Q: For purposes of reporting retention, would 100% tuition reimbursement be only for the core respiratory care courses and not the general education courses taken previously at the institution?

A: Students are not included in the retention definition who: leave the program by the last day they are eligible for 100% tuition reimbursement within the first term of fundamental respiratory care core coursework** and/or receive grades of W or WP. Fundamental respiratory care coursework is defined as: Professional coursework, focused on the preparation of the student as a competent Respiratory Therapist, as defined in CoARC Standard 3.01.

Q: If a student can't handle RT academically and change to say Medical Assisting, are they considered an academic drop or are they exempt due to enrolling in another educational program?

A: Students that are admitted to another educational program (same or different educational institution) prior to the scheduled graduation date of their RT class are not considered dropped. You would include them as “transferred out” in their Student Profile.

Q: If a student leaves the program and transfers to another program, they are not held against us with retention. But, are they not held against us for CRT credentialing success?



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A: No. They do not count towards credentialing success since they never graduated from the program. If, however, a student graduates from your program and enrolls in another program and does not earn their CRT credential, then that is counted against the credentialing success.

Q: Oftentimes, personal problems such as illness or absenteeism due to poor child care, etc. results in academic failure. How should these be reported?

A: If the student leaves the program in good academic standing due to: financial, medical, or family reasons, military deployment, a change in their course of study, relocation to a different community, or reasons other than those described under academic reasons, then they are counted as non-academic. If the student leaves the program for academic reasons (failure to achieve minimum grade requirements, ethical, professional or behavioral violations or violations of academic policies) that resulted in their expulsion from the program prior to graduation, then they are counted as dropped out for academic reasons.

Q: Are graduates considered employed if they are teaching CPR, ACLS, NRP, or PALS?

A: Yes, provided they are employed as faculty (FT, PT, or adjunct) to teach those courses.

Q: If we have a student who left the program for non-academic reasons in the past three years, do we have to edit them for the revised retention calculation or do we have to contact you to edit this or is it automatically calculated now?

A: In order to submit accurate data to CoARC, you should review all data for the applicable reporting years (i.e., January 1, 2014 through December 31, 2016) and update that data to reflect the current outcomes definitions. This would include going back into your enrollment cohorts and updating student profiles to reflect revised academic and non-academic definitions. Please be sure to save after each change to a student profile. Once done, the changes will automatically repopulate on the outcomes tab.