# 2019 Report on Accreditation in Respiratory Care Education

Commission on Accreditation for Respiratory Care

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To maintain transparency and advance education in respiratory care, the CoARC is fully committed to sharing its accreditation data. Annually, the CoARC Executive Office prepares this comprehensive report that provides a plethora of information about all CoARC accredited programs including descriptive statistics of the programs, the accreditation actions taken by CoARC over the previous year, and aggregate data on graduate, enrollment, and outcomes. This Annual Report on Accreditation in Respiratory Care Education is posted on the CoARC web site in PDF format. Access is unrestricted. When CoARC-published data is used by a third party as part of a separate publication, the CoARC requests that the publication include the following disclaimer:

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**INTRODUCTION**

It is my great pleasure to provide to you, on behalf of the Board and Executive Office Staff of the Commission on Accreditation for Respiratory Care (CoARC), the *2019 Report on Accreditation in Respiratory Care Education.* This report presents information on CoARC accredited programs and accreditation actions taken by the CoARC on an annual basis.  The CoARC has developed this report to provide critical data in the following four areas:

- Descriptive statistics of CoARC Accredited Programs as of December 31, 2019;
- Accreditation actions taken in 2019;
- Aggregate statistics of graduate, enrollment, and outcomes data derived from the 2019 Annual Reports of Current Status submitted on February 1, 2020; and
- Programmatic data related to the AARC 2015 and Beyond Project.

There were 72 accreditation site visits in 2019 involving 54 volunteers. The commitment level of these volunteers is remarkable and truly appreciated. The CoARC expresses its gratitude to each of them for sharing the time and talent essential to the critically important goal of ensuring the quality of all respiratory care programs.

The CoARC collected annual report data using the annual reporting tool developed and maintained by KG Labs, LLC. The Annual Report of Current Status (RCS) was completed by a total of 421 programs and program options and submitted on February 1st following a delay in the release of the new annual reporting system.  We truly appreciate your patience and cooperation this past year during the development of the new RCS system and we would like to acknowledge the considerable time and effort required to provide the important information encompassed by the RCS.  The charts included in this report are derived from these data as well as other data sets used by the CoARC and are designed to provide aggregate information on accredited respiratory care educational programs and their graduates.  This information can be used by the CoARC's communities of interest in their evaluations of the current state of the profession, both locally and nationally.  In addition to this report, there is an interactive map of programmatic outcomes: https://fortress.maptive.com/ver4/6479e039dd58e620af07c7aca8854194.

Please feel free to share suggestions for improvements or changes by contacting our Chief Executive Officer, Tom Smalling, PhD, RRT, RRT-SDS, RPFT, RPSGT, FAARC, at tom@coarc.com.

Thank you for your support,

Pat Munzer, DHSc, RRT, FAARC
President

## EXECUTIVE SUMMARY

### PROGRAMS BY PROGRAM TYPE

As of December 31, 2019, there were a total of 448 programs and program options under accreditation review by the CoARC. These include 420 Entry into Respiratory Care Professional Practice programs/ program satellites, 4 sleep specialist programs, 23 Degree Advancement programs, and 1 Advanced Practice Respiratory Therapist program.

### PROGRAMS BY DEGREE OFFERED

As of December 31, 2019, 82% of the 420 accredited entry into respiratory care practice programs were associate degree and 17% were baccalaureate degree.  Five programs (1% of total) offered a master's degree. Compared to data from the 2018 Report on Accreditation, the number of associate degree programs decreased by 9, the number of baccalaureate programs increased by 2, and the number of master's degrees decreased by 1. The AAS degree accounted for the largest (54%) of all degree types, a slight decrease from the previous year.  There has been a 47% decrease in AS programs since 2013.  The BS degree accounted for 16% of all degree types, an increase of 16% since 2013.

### PROGRAMS BY INSTITUTIONAL TYPE

As of December 31, 2019, 58% of programs and satellites were offered at a community/junior college, and 25% of programs were offered at a four-year college/university; 14% of accredited programs were offered at a technical/vocational School; 2% at an academic HSC/medical Center; 1% at a career/technical college, and <1% of programs were offered by the U.S. military.  Interestingly, 40 of the associate degree programs (10%) are offered at four-year colleges/universities.

### PROGRAMS BY INSTITUTIONAL CONTROL/FUNDING

As of December 31, 2019, 80% of the sponsors were operating under a public/not-for-profit status;  10% were operating under a private/for-profit (proprietary) status; 9% were operating under a private/not-for-profit status and <1% were controlled and funded by the federal government.  Associate degree programs offered by sponsors operating under a public/not-for-profit status accounted for the largest (68%) group.

### PROGRAMS BY STATE, D.C., AND PUERTO RICO

There are CoARC-accredited respiratory care programs in every state except Alaska.  California remains the state with the largest number of programs and satellites with 36.  States/locations with only one program include Wyoming, Vermont, New Hampshire, Hawaii, the District of Columbia, and Puerto Rico.  As of December 31, 2019, the associate degree is offered in 48 states and the District of Columbia (North Dakota, Alaska, and Puerto Rico are the exceptions).  In 22 states/locations, the associate degree is the only degree offered.  The baccalaureate degree is offered in 27 states/locations.  The master's degree is offered in five states (GA, IL, KY, ND, and TX).

### ACCREDITATION ACTIONS

In 2019 there were 184 accreditation actions taken by the Board, 45 accreditation actions processed by the Executive Office and 71 site visits conducted.

## Applications for Substantive Change

Of the 23 applications for substantive change processed by the CoARC in 2019, 9 were increases in enrollment, and 13 were changes in curriculum or delivery methods, including changes in the number of clock or credit hours and/or other changes in the length of the program.

## Changes in Program Information and Personnel

Of the 60 permanent changes in Program Director in 2019, 20 were due to retirement, 18 to resignation, 8 to re-assignment, and 10 were due to other reasons. Four did not provide a reason.

## 2019 ANNUAL REPORT OF CURRENT STATUS (RCS)

A total of 421 annual reports for respiratory programs were used to generate the aggregate data (January 1, 2016 through December 31, 2018) from the 2019 RCS reports.

## Total Applications

Total applications reached a peak of 23,430 in 2011, and then decreased by 41% between 2011 and 2016. The number of applications increased by 21% between 2016 and 2018. The mean number of applications per program was 41 in 2018. The median was 30.

## RC Applications by Degree Offered

Compared to 2017, applications in 2018 increased by 5.9% for associate degree programs; by 6.8% for baccalaureate degree programs; and by 16% for masters programs.

## RC Applications by Institutional Type

Compared to 2017, applications in 2018 increased by 6% for community/junior colleges; by 0.4% for technical/vocational schools; by 1.8% for U.S. military programs; by 55.4% for career/technical colleges; and by 5.2% for four-year colleges/universities. Applications decreased by 13.1% for academic HSC/medical centers.

## RC Applications by Institutional Control/Funding

Compared to 2017, applications in 2018 increased by 3.8% in the public/not-for-profit sector; by 20.6% in the private/for-profit (proprietary) sector; by 0.2% in the private/not-for-profit sector; and by 26.9% for federal government (military) programs.

## Applications by State (including D.C.) and Degree

California continues to have the largest (12.3% of total in 2018) number of applications, which is an increase of 9.3% from the previous year.

## Total New Enrollments

For 2018, there were 8.027 new students enrolled – 64.5% of capacity. The mean maximum annual enrollment capacity per program was 31 and the mean number of new enrollments per program was 20. The median was 17. There was an 8.1% increase in new enrollments compared to 2017. For 2018, 8.8% (45 of the 400) programs reported new enrollments reaching maximum annual enrollment capacity. Of these 45

programs, 21 offered the AAS degree, 13 offered the AS degree, and 11 offered the BS degree. The 47 programs were in 19 different states.

### New RC Enrollments by Degree Offered

Compared to 2017, new enrollments in 2018 increased by 8.5% for associate degree programs; and by 6.2% for baccalaureate programs. New enrollments decreased by 9.8% for masters programs.

### New RC Enrollments by Institutional Type

Compared to 2017, new enrollments in 2018 increased by 5.9% for community/junior colleges; by 9.6% for technical/vocational schools; by 10.2% for four-year colleges/universities; by 0.7% for U.S. military programs; and by 43.1% for career/technical colleges. New enrollments decreased by 1.2% for academic HSC/medical centers.

### New RC Enrollments by Institutional Control/Funding

Compared to 2017, new enrollments in 2018 increased by 18.3% in the private/for-profit (proprietary) sector; increased by 7.7% in the private/not-for-profit sector; increased by 5.9% in the public/not-for-profit sector; New enrollments decreased by 0.7% in the federal government sector.

### New RC Enrollments by State (including D.C.) and Degree

California had the largest number of enrollments (8.4% of total) in 2018.

### Total Graduates

There were 6,219 graduates in 2018. This is a 1.5% decrease compared to 2017. The mean number of graduates per program was 16. The median was 14.

### RC Graduates by Degree Offered

Compared to 2017, number of graduates in 2018 decreased by 1.1% for associate degree programs; by 3% for baccalaureate degree programs; and by 15.4% for master's degree programs.

### RC Graduates by Institutional Type

Compared to 2017, the number of graduates in 2018 increased by 0.7% in community/junior colleges; and by 35.4% in career/technical colleges. Applications decreased by 0.7% in technical/vocational schools; by 17.7% in academic HSC/medical centers; by 26.9% in U.S. military programs; and by 7.4% in 4-year colleges/universities.

### RC Graduates by Institutional Control/Funding

Compared to 2017, the number of graduates in 2018 increased by 1.2% in the public/not-for-profit sector, and by 2.7% in the private/for-profit (proprietary) sector. The number of graduates decreased by 19.1% in the private/not-for-profit sector; and by 26.9% in the federal government sector.

### RC Graduates by State (including D.C.) and Degree

California and Texas had the largest number of graduates (8.3% of total) in 2018.

### Programmatic Retention

For the 2019 RCS, the mean retention rate was 91%.  This is a 3.5% increase compared to 2018.  Six programs (1.5% of total) reported retention rates below the CoARC-established threshold of 70%.

### Retention by Degree Offered, Institutional Type, and Institutional Control/Funding

For the 2019 RCS, associate and baccalaureate degree programs had the lowest mean retention rate (91%) and master's degree programs had the highest (98%).  Programs located in four-year colleges or universities, community or junior colleges, and academic HSC/medical centers had the highest mean, 90%.  U.S. military programs had the lowest, 87%.  Programs controlled/funded by the private/for-profit sector (proprietary) had the highest mean retention at 92%, while programs controlled/funded by the federal government had the lowest, at 87%.

### Positive (Job) Placement

The 2019 RCS mean placement rate was 88.0 %.  This is a 3.2% increase when compared to 2018 and is the highest mean placement rate recorded since at least 2013.  The highest mean placement rate was 100% (n = 50) and the lowest rate was 33% (n=1).

### Placement by Degree Offered, Institutional Type, and Institutional Control/Funding

For the 2019 RCS, associate, baccalaureate, and master's degree programs showed significant increases in mean placement rates when compared to the 2018 RCS.  Baccalaureate degree programs had a higher mean (89%) than associate degree programs (88%), however, master's degree programs had the highest (98%). Academic HSC/Medical Center programs had the highest overall mean (93%). Programs controlled/funded by the federal government had the highest mean (89%).

### CRT Credentialing Success

For the 2019 RCS, the mean CRT credentialing success was 93.0% with the highest at 100% (n=111) and the lowest at 0% (n=1). This is a 0.7% decrease compared to 2018.  A total of 26 programs (6.5% of total) reported success rates below the CoARC established threshold of 80%.  The number of programs reporting the highest CRT success rate (100%) increased from 104 in 2013 to 111 in 2019.

### CRT Credentialing Success by Degree Offered, Institutional Type, and Institutional Control/Funding

CRT success for baccalaureate degree programs was the same (93%) as that of associate degree programs.  Master's degree programs had the highest (8%).  Twenty-one out of the 26 programs below the CoARC established threshold conferred the associate degree; the five remaining were baccalaureate degrees.  By institutional type, academic HSC/medical center programs continued to demonstrate the highest mean CRT success at 99%.  Mean CRT success in public/not-for-profit institutions, private/ not-for-profit institutions, and the federal government was highest, at 93%.

### RRT Credentialing Success

The states that currently require RRT as a minimum requirement for a license to practice are: New Mexico, Oregon, Arizona, California, Ohio, and New Jersey. The mean RRT credentialing success was 80.0% with the highest at 100% (n=32) and the lowest at 0% (n=1).  When compared to 2018 RCS data, the mean

RRT credentialing success rate decreased 0.2%, with an overall increase of 16.6% since the 2013 RCS. The number of programs reporting the highest RRT credentialing success rate (100%) increased from 7 in 2012 to 32 in 2019.

**RRT Credentialing Success by Degree Offered, Institutional Type, and Institutional Control/Funding**

Baccalaureate and associate degree programs had the same mean RRT success (80%) as associate programs. Masters programs were slightly lower at 78%. Compared to 2018, mean RRT success for associate degree programs increased by 1.2%. Mean RRT success for baccalaureate and master degree programs decreased by 7.6% and 15%, respectively. By institutional type, academic HSC/medical center programs continued to demonstrate the highest mean at 87%. By funding criteria, the public/not-for-profit sector continued to demonstrate the highest mean (80%).

**PROGRAMMATIC DATA RELATED TO THE AARC 2015 AND BEYOND PROJECT**

As of 12/31/2019, 67 of the 420 (16% of total) RC programs and satellites fall under Category I. An additional 79 sponsors are currently qualified to offer both the entry into practice associate degree and the baccalaureate degree or to transition their associate degree to a baccalaureate degree (Category II). Under legislation passed by the various states in which they reside, 132 sponsors may offer both the entry associate degree and entry baccalaureate degree, or they may transition their associate degree to a baccalaureate degree (Category III) under certain circumstances. Based on legislation or regulations specific to the state in which they are located the 142 sponsors that do not have the authority to award a baccalaureate degree may be capable of participating in a consortia partnership with a 4-year degree-granting institution (Category IV).

**Baccalaureate Degree Eligibility – Enrollment Capacity and Graduation Rates**

As of December 31, 2019, the 67 programs in Category I produced 766 graduates (12.4% of the total of the 6,173 graduates from all 4 categories in 2018). The 79 programs in Category II produced 1,350 graduates (21.9% of the total graduates). The 132 programs in Category III produced 1,997 graduates (32.4% of the total graduates). The 142 programs in Category IV produced 2,060 graduates (33.4% of the total graduates).

## MISSION AND SCOPE

The mission of the Commission on Accreditation for Respiratory Care (CoARC) is to ensure that high quality educational programs prepare competent respiratory therapists for practice, education, research and service. The CoARC accredits entry into professional practice programs in respiratory care at the Associate, Baccalaureate, and Master's Degree levels, degree advancement programs in respiratory care at the undergraduate and graduate levels, and Advanced Practice Respiratory Therapist (APRT) programs at the graduate level. The CoARC also accredits polysomnography programs offered by these programs. CoARC accreditation activities are limited to programs in the United States and its territories.

## THE VALUE OF PROGRAMMATIC ACCREDITATION

Accreditation provides consumer protection, advances and enhances the profession of Respiratory Care, and protects against compromise of educational quality. Accreditation also supports the continuous improvement of these educational programs by mandating continuing reassessment of resources, educational processes, and outcomes. The CoARC is responsible for evaluating respiratory care educational programs and publicly recognizing those which meet agreed-upon accreditation standards. Respiratory therapists are members of a team of health care professionals working in a wide variety of clinical settings to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders.

## HISTORICAL BACKGROUND

The Medical Society of the State of New York formed a Special Joint Committee in Inhalation Therapy on May 11, 1954. One of its purposes was "... to establish the essentials of acceptable schools of inhalation therapy (not to include administration of anesthetic agents) ..." In June 1956, the House of Delegates of the American Medical Association (AMA) adopted its Resolution No. 12, introduced by the Medical Society of the State of New York. The delegates "Resolved, that the Council on Medical Education and Hospitals is hereby requested to endorse such or similar 'Essentials' and to stimulate the creation of schools of inhalation therapy in various parts of these United States of America." A report entitled, "Essentials for an Approved School of Inhalation Therapy Technicians," was adopted by sponsor participants (American Association for Inhalation Therapy [AAIT], American College of Chest Physicians [ACCP], American Medical Association [AMA], and American Society of Anesthesiologists [ASA]) at an exploratory conference in October 1957. The AMA's House of Delegates granted formal approval in December 1962. The first official meeting of the Board of Schools of Inhalation Therapy Technicians was held at AMA's Chicago headquarters on October 8, 1963.

The Joint Review Committee for Respiratory Therapy Education (JRCRTE), the successor group to the Board of Schools came into being on January 15, 1970 as a recommending body to the Committee on Allied Health Education and Accreditation (CAHEA) of the AMA. The JRCRTE was dissolved in 1996 and the Committee on Accreditation for Respiratory Care became its successor organization, as a recommending body to the newly formed Commission on Accreditation for Allied Health Education Programs (CAAHEP). In 2008, the Committee on Accreditation for Respiratory Care began the process of becoming an independent accrediting body: the Commission on Accreditation for Respiratory Care (CoARC). The CoARC became a freestanding accreditor of respiratory care programs on November 12, 2009 and in September 2012, the Council for Higher Education Accreditation (CHEA) granted recognition to the CoARC.

Since 1986, the CoARC has used an outcomes-centered approach to its accreditation review process. This approach focuses on a specific set of outcomes that include but are not limited to: a) Graduate performance on national credentialing examinations; b) Programmatic retention; c) Graduate and employer satisfaction with program; and d) Job placement. The CoARC routinely monitors the program's outcomes results in relation to the thresholds via an Annual Report of Current Status (RCS). Any program not meeting all the thresholds must document in the RCS a detailed analysis of each deficiency and provide a specific action plan to address that deficiency.

## PROGRAMS BY PROGRAM TYPE

Programs are grouped into three categories and are assigned a unique 6-digit number based on the category to which they are assigned:

1. **(200-level):** Programs that prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRTs). 200-level program graduates can earn both the National Board for Respiratory Care (NBRC) Certified Respiratory Therapist (CRT) and RRT credentials. Programs in this category are subcategorized as Entry into Professional Practice base programs (200-level), Entry into Professional Practice Additional Degree Track (ADT) baccalaureate (210-level), and Entry into Professional Practice Additional Degree Track (ADT) Master's (220-level).

2. **(300-level or Satellite programs):** These are programs, offered by a base program at a location separate from the base program but within the U.S. and its Territories, at which all core Respiratory Care didactic and laboratory courses are available. This does not pertain to sites used by a completely on-line/distance education program for individual students or to base programs with students attending one or more classes via distance learning technologies. Satellite location(s) function under the direction of the Key Personnel of the base program.

3. **(400-level or Sleep Disorders Specialist programs):** Programs that prepare sleep disorder specialists with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of polysomnography practice as performed by sleep disorder specialists (SDS). 400-level program graduates have the opportunity to earn both the NBRC SDS credential and Board of Registered Polysomnographic Technologists (BRPT) Registered Polysomnographic Technologist (RPSGT) credential.

4. **(500-level):** Degree Advancement (DA) programs meet the needs of practicing respiratory therapists with an RRT 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. Advanced educational experiences, designed to enhance a respiratory therapist's ability to function in clinical, teaching, administrative, or research environments, are essential components of DA programs.

5. **(600-level):** Advanced Practice Respiratory Therapist (APRT) programs train Registered Respiratory Therapists (RRTs) to provide advanced, evidence-based, diagnostic and therapeutic clinical practice and disease management. All APRT students must be graduates of a CoARC-accredited Entry into Respiratory Care Professional Practice degree program and hold the Registered Respiratory Therapist (RRT) credential prior to entry into the program.

As of December 31, 2019, there were a total of 448 programs and program options under accreditation review by the CoARC. Most of these programs are sponsored by public and private higher education institutions. Two programs are sponsored federally: one by the U.S. Army and one by the U.S. Air Force.

Of the 448 programs, 4 have applied for accreditation review, 8 hold an Approval of Intent (approval of their Letter of Intent applications to start developing an accredited program). Forty-three (43) programs hold Provisional Accreditation which is the term used by the CoARC to signify that a program has demonstrated sufficient compliance with the Standards to initiate a program and admit students. These include 15 DA programs and one APRT program. The CoARC also accredits 4 sleep disorders specialist programs as add-on program options to accredited respiratory care programs. There were 8 domestic satellite campuses.

Table 1 (below) provides a breakdown of program numbers by program type.

| Table 1 – Program Numbers by CoARC Level as of December 31, 2019 (N=448) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 200-level (Entry Base) | 210-level (Entry ADT Baccalaureate) | 220-level (Entry ADT Master's) | 300-level (U.S. Satellite) | 400-level (SDS Certificate) | 500-level (Degree Advancement) | 600-level (APRT) |
| **Continuing Accreditation** | 372 | 2 | 3 | 7 | 3 | 0 | 0 |
| **Probationary Accreditation** | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Provisional Accreditation** | 21 | 3 | 1 | 1 | 1 | 15 | 1 |
| **Inactive Accreditation** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Approval of Intent** | 2 | 0 | 0 | 0 | 0 | 6 | 0 |
| **Letter of Intent** | 2 | 0 | 0 | 0 | 0 | 2 | 0 |

## PROGRAMS BY DEGREE OFFERED

Programs accredited by the CoARC are in institutions which are accredited by a regional or national accrediting agency that is recognized by the U.S. Department of Education (USDE) and authorized under applicable law or other acceptable authority to award graduates of the program an associate or higher degree (*CoARC Entry into Practice Standard 1.01*). <u>*Note:*</u> *The subsequent data presented in this section includes data on Entry into Practice programs only.* **Figure 1**, below, provides a graphic representation of degrees offered.



Figure 1 - RC programs & Satellites by Degree Offered as of 12/31/19 (N=420)

■ Associate (n=345) ■ Baccalaureate (n=70) ■ Masters (n=5)
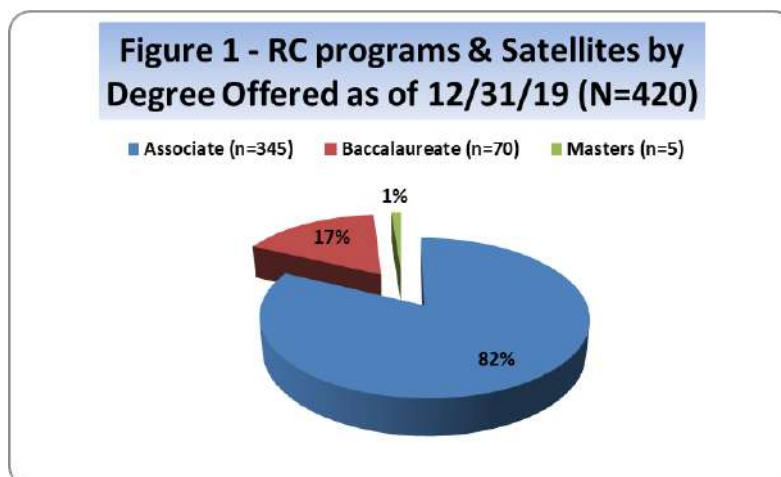
As of December 31, 2019, there were 420 Entry into Respiratory Care Professional Practice programs/program satellites. Of these, 345 (82% of total) confer the associate degree upon graduation and 70 (17% of total) programs confer the baccalaureate degree. Five programs (1% of total) confer the master's degree. Compared to data from the 2018 Report on Accreditation, the number of associate degree programs decreased by 9, the number of baccalaureate programs increased by 2, and the number of master's degrees decreased by 1.

**Table 2** provides a breakdown of program numbers by degree type.  The Associate of Applied Science (AAS) degree accounted for the largest (54%) of all degree types offered in 2018, a slight decrease from the previous year.  In 2015, AAS degree programs began outnumbering AS degree programs.  In 2018, the number of AAS programs became the majority of all degree types.  The Associate of Science (AS) degree accounted for 27% of all degree types offered in 2019.  This is an 7% decrease compared to 2018 and a 47% decrease since 2013.  The increase in AAS degrees between 2013 and 2018 are due in part to the increase in state-mandated limits on the number of credit hours for associate degree programs.  The Bachelor of Science (BS) degree accounted for 16% of all degree types offered in 2018, an increase of 16% compared to 2013.

| Table 2 – RC Programs and Satellites by Degree for 2013 through 2019 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | as of 12/31/13 (N=441) | as of 12/31/14 (N=438) | as of 12/31/15 (N=427) | as of 12/31/16 (N=428) | as of 12/31/17 (N=443) | as of 12/31/18 (N=430) | as of 12/31/19 (N=420) |
| Associate of Science (AS) | 215 | 196 | 172 | 153 | 136 | 122 | 113 |
| Associate of Applied Science (AAS) | 161 | 174 | 186 | 198 | 227 | 228 | 226 |
| Associate of Specialized Technology (AST) | 3 | 2 | 2 | 3 | 4 | 4 | 4 |
| Associate of Occupational Studies (AOS) | 2 | 2 | 2 | 3 | 3 | 2 | 2 |
| Bachelor of Science (BS) | 57 | 60 | 60 | 64 | 65 | 66 | 67 |
| Bachelor of Applied Science (BAS) | 0 | 1 | 1 | 1 | 2 | 2 | 3 |
| Master of Science (MS) | 3 | 3 | 4 | 6 | 6 | 6 | 5 |

**PROGRAMS BY INSTITUTIONAL TYPE**

The CoARC assigns programs to one of six categories that define the type of institution sponsoring the respiratory care program.  These categories are: (1) Academic HSC/Medical Center; (2) Career or Technical College; (3) Community College or Junior College; (4) Four-Year College or University; (5) Technical or Vocational School, and (6) U.S. Military.  As of December 31, 2019, there were 243 respiratory care programs and satellites offered at a community or junior college.  This was the largest (58%) of the categories, and a decrease of 12 compared to 2018 data.  One hundred-four (25%) programs were offered at a four-year college or university, which is an increase of 5 compared to 2018 data.  Fifty-seven (14%) programs were offered at a technical or vocational school.  Ten (2%) programs were offered at an academic health sciences or medical center.  Four (1%) programs were offered at a career/technical college.  Two programs (<1%) were offered at a U.S. military.  **Figure 2** illustrates these categories.



Figure 2 - Entry into Practice RC Programs and Satellites by Institutional Type (N=420)

- Community College or Junior College (243)
- 4-Year College or University (104)
- Technical or Vocation School (57)
- Academic HSC/Medical Center (10)
- Career or Technical College (4)
- U.S. Military (2)
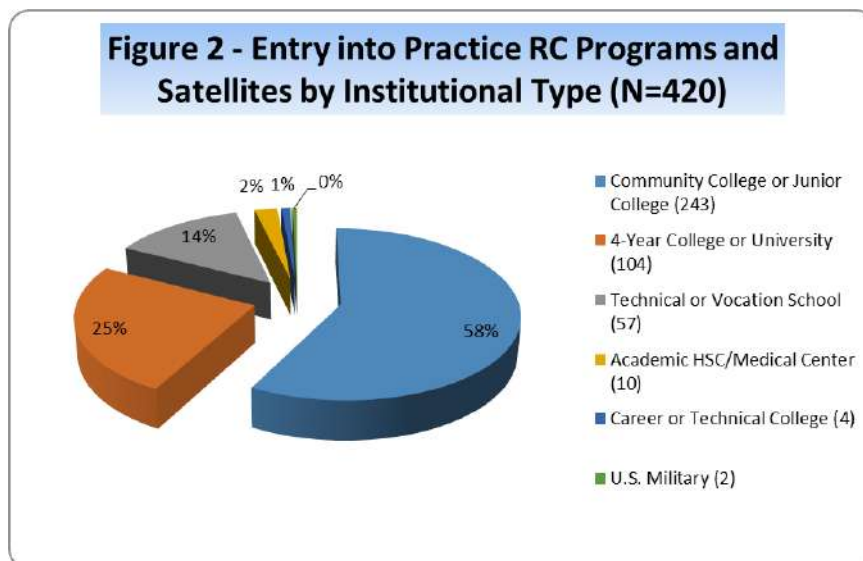
**Table 3** provides a comparison of programs by institutional type and degree. As of December 31, 2019, the majority (57%) of programs conferring the associate degree are offered at community or junior colleges. Interestingly, 40 programs (10%) conferring the associate degree were offered at four-year colleges or universities.  Three baccalaureate programs offered by a community college are Spokane Community College, WA, Highline College, WA, and Seattle Central College, WA.

| **Table 3 – RC Programs and Satellites by Institutional Type and Degree (2017 thru 2019)** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Associate** | | | **Baccalaureate** | | | **Masters** | | |
| | as of 12/31/19 (N=420) | as of 12/31/18 (N=430) | as of 12/31/17 (N=443) | as of 12/31/19 (N=420) | as of 12/31/18 (N=430) | as of 12/31/17 (N=443) | as of 12/31/19 (N=420) | as of 12/31/18 (N=430) | as of 12/31/17 (N=443) |
| **Community of Junior College** | 240 | 251 | 251 | 3 | 3 | 2 | 0 | 0 | 0 |
| **Technical or Vocational School** | 57 | 55 | 60 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Four-Year College or University** | 40 | 41 | 44 | 60 | 58 | 61 | 4 | 2 | 5 |
| **Career or Technical College** | 4 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Academic HSC/Medical Center** | 2 | 3 | 3 | 7 | 5 | 4 | 1 | 1 | 1 |
| **U.S. Military** | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |

**PROGRAMS BY INSTITUTIONAL CONTROL/FUNDING**

The CoARC assigns programs to one of four categories based on the governance of its sponsor: by publicly elected/appointed officials, with its major source of funds from public sources (Public/Not-For-Profit); by privately elected or appointed officials, with its major source of funds from private sources (Private/Not-For-Profit or Private/For Profit); or by a branch of the Armed Forces, with its major source of funds from federal appropriations (Federal Government). As of December 31, 2019, 337 (80%) institutions sponsoring a respiratory care program were operating under a public/not-for-profit status (an increase in 5 compared to 2018). Forty-three (10%) institutions were operating under a private/for-profit (proprietary) status (an increase in 1 compared to 2018). Thirty-eight (10%) institutions were operating under a private/not-for-profit status (a decrease in 15 compared to 2018). Two (<1%) institutions were controlled and funded by the federal government. **Figure 3** illustrates these categories.



Figure 3 - Entry into Practice RC Programs and Satellites by Institutional Control/Funding (N=420)
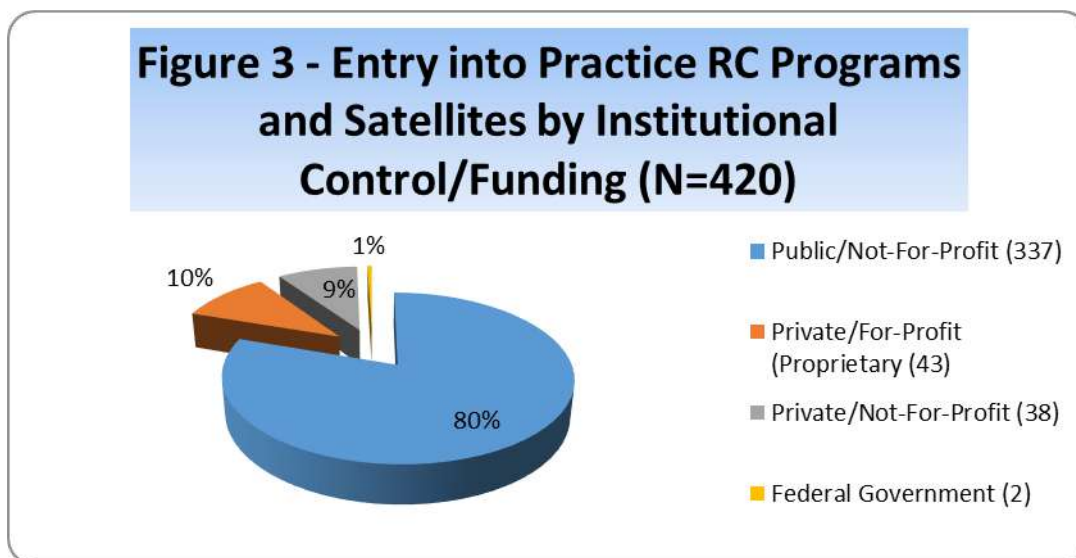
**Table 4** provides a comparison of programs by institutional control and degree offered. As of December 31, 2019, the majority (68%) of programs conferring the associate degree are sponsored by public/not-for-profit institutions.

| Table 4 – RC Programs and Satellites by Institutional Control and Degree (2017 thru 2019) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Associate | | | Baccalaureate | | | Masters | | |
| | As of 12/31/19 (N=420) | As of 12/31/18 (N=430) | As of 12/31/17 (N=443) | As of 12/31/19 (N=420) | As of 12/31/18 (N=430) | As of 12/31/17 (N=443) | As of 12/31/19 (N=420) | As of 12/31/18 (N=430) | As of 12/31/17 (N=443) |
| **Public-Not-For-Profit** | 285 | 288 | 299 | 50 | 42 | 46 | 2 | 2 | 1 |
| **Private/For-Profit (Proprietary)** | 43 | 42 | 49 | 0 | 3 | 0 | 0 | 0 | 0 |
| **Private-Not-For-Profit** | 15 | 23 | 21 | 20 | 24 | 20 | 3 | 4 | 5 |
| **Federal Government** | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |

**PROGRAMS BY STATE, D.C., AND PUERTO RICO**

Figure 5 displays the number of respiratory care programs and satellites in each state, the District of Columbia, and Puerto Rico. CoARC-accredited respiratory care programs are in every state except Alaska. As of December 31, 2019, California remains the state with the largest number of programs and satellites with 36. States/locations with only one program include Wyoming, Vermont, New Hampshire, Hawaii, the District of Columbia, and Puerto Rico.



Figure 5- Entry into Practice RC Programs and Satellites by State, D.C., and PR as of 12/31/19

| State | Number |
|---|---|
| CA | 36 |
| TX | 35 |
| FL, PA | 25 |
| OH | 21 |
| GA | 16 |
| IL, KY, NC | 14 |
| NY | 13 |
| MI | 12 |
| IN, TN | 10 |
| KS, LA, MS | 9 |
| AL, MO, UT, WI | 8 |
| AR, SC, VA | 7 |
| AZ, IA, MA, MD, OK, NM | 6 |
| CT, MN, WA, WV | 5 |
| CO, NE, NJ | 4 |
| ID, ND, NV, OR | 3 |
| DE, ME, MT, RI, SD | 2 |
| DC, HI, NH, PR, VT, WY | 1 |
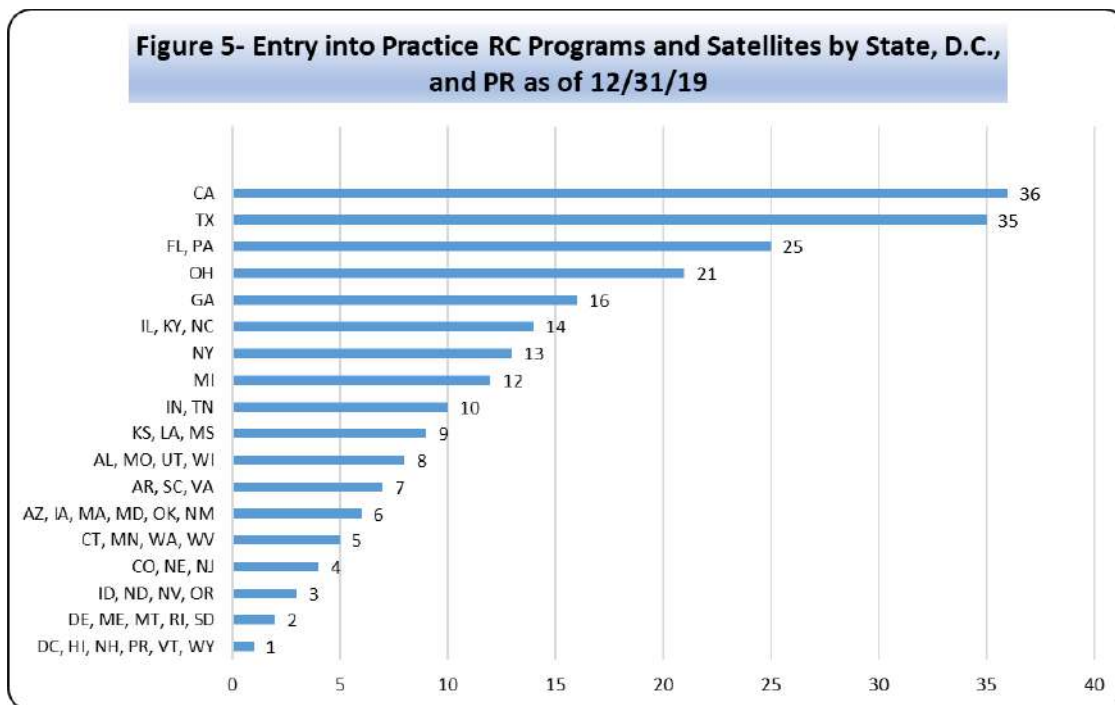
**Bars represent the number of programs and satellites for each state listed.**

Table 5 (next two pages) provides a comparison of programs by state (including District of Columbia and Puerto Rico) and degree. As of December 31, 2019, the associate degree is offered in 48 states and the District of Columbia (North Dakota, Alaska, and Puerto Rico are the exceptions). In 22 states/locations, the associate degree is the only degree offered. The baccalaureate degree is offered in 27 states/locations. The master's degree is offered in five states (GA, IL, KY, ND, and TX).

| Table 5 –Entry into Practice RC Programs and Satellites by State, D.C., and PR and Degree (N=420) as of 12/31/19 | Associate | Baccalaureate | Masters |
|---|---|---|---|
| Alabama (n=8) | 5 | 3 | 0 |
| Alaska (n=0) | 0 | 0 | 0 |
| Arkansas (n=7) | 6 | 1 | 0 |
| Arizona (n=6) | 5 | 0 | 0 |
| California (n=36) | 34 | 2 | 0 |
| Colorado (n=4) | 4 | 0 | 0 |
| Connecticut (n=5) | 4 | 1 | 0 |
| District of Columbia (n=1) | 1 | 0 | 0 |
| Delaware (n=2) | 2 | 0 | 0 |
| Florida (n=25) | 23 | 2 | 0 |
| Georgia (n=16) | 11 | 4 | 1 |
| Hawaii (n=1) | 1 | 0 | 0 |
| Iowa (n=6) | 6 | 0 | 0 |
| Idaho (n=3) | 2 | 1 | 0 |
| Illinois (n=14) | 12 | 1 | 1 |
| Indiana (n=10) | 8 | 2 | 0 |
| Kansas (n=9) | 8 | 1 | 0 |
| Kentucky (n=14) | 11 | 2 | 1 |
| Louisiana (n=9) | 6 | 3 | 0 |
| Massachusetts (n=6) | 6 | 0 | 0 |
| Maryland (n=6) | 5 | 1 | 0 |
| Maine (n=2) | 2 | 0 | 0 |
| Michigan (n=12) | 12 | 0 | 0 |
| Minnesota (n=5) | 3 | 2 | 0 |
| Missouri (n=8) | 6 | 2 | 0 |
| Mississippi (n=9) | 9 | 0 | 0 |
| Montana (n=2) | 2 | 0 | 0 |
| North Carolina (n=14) | 14 | 0 | 0 |
| North Dakota (n=3) | 0 | 2 | 1 |
| Nebraska (n=4) | 3 | 1 | 0 |
| New Hampshire (n=1) | 1 | 0 | 0 |
| New Jersey (n=4) | 4 | 0 | 0 |
| New Mexico (n=6) | 6 | 0 | 0 |
| Nevada (n=3) | 3 | 0 | 0 |
| New York (n=13) | 9 | 4 | 0 |
| Ohio (n=21) | 14 | 7 | 0 |
| Oklahoma (n=6) | 6 | 0 | 0 |
| Oregon (n=3) | 2 | 1 | 0 |

| | | | |
|---|---|---|---|
| **Pennsylvania (n=25)** | 17 | 8 | 0 |
| **Puerto Rico (n=1)** | 0 | 1 | 0 |
| **Rhode Island (n=2)** | 2 | 0 | 0 |
| **South Carolina (n=7)** | 7 | 0 | 0 |
| **South Dakota (n=2)** | 2 | 0 | 0 |
| **Tennessee (n=10)** | 7 | 3 | 0 |
| Texas (n=35) | 29 | 5 | 1 |
| Utah (n=8) | 4 | 4 | 0 |
| Virginia (n=7) | 5 | 2 | 0 |
| Vermont (n=1) | 1 | 0 | 0 |
| Washington (n=5) | 2 | 3 | 0 |
| Wisconsin (n=8) | 7 | 1 | 0 |
| West Virginia (n=5) | 4 | 1 | 0 |
| Wyoming (n=1) | 1 | 0 | 0 |

**ACCREDITATION ACTIONS**

The CoARC makes most accreditation decisions during its Board meetings (which occur three times per year typically in March, July, and November), based on an accreditation review cycle described in Section 1 of the *2019 CoARC Accreditation Policies and Procedures Manual* (revised version available at https://coarc.com/Accreditation-Resources.aspx.) The statuses of Administrative Probation, Voluntary Withdrawal of Accreditation and Voluntary Inactive Accreditation do not require a vote by the CoARC Board and are processed by the Executive Office throughout the year. **Table 8** is a summary of accreditation actions taken by both the Commission and the CoARC Executive Office in 2019. The three columns (March, July, and November) relate to specific actions taken by the Commission at Board meetings.

| Table 8 – CoARC Accreditation Actions for 2019 | | March 2019 | July 2019 | December 2019 | Total |
|---|---|---|---|---|---|
| Approval of Intent | | 5 | 4 | 1 | 10 |
| Provisional Accreditation | | 0 | 6 | 5 | 11 |
| Continuing Accreditation | Base Program | 21 | 26 | 16 | 63 |
| | Additional Degree Track | 0 | 0 | 1 | 1 |
| | Satellite Option | 0 | 0 | 2 | 2 |
| | Sleep Specialist Program Option | 0 | 0 | 0 | 0 |
| Probationary Accreditation | Conferred | 3 | 2 | 0 | 5 |
| | Removed | 1 | 0 | 2 | 3 |
| | Reviewed | 9 | 0 | 3 | 12 |
| Progress Report Reviewed | Accepted as Final | 4 | 1 | 13 | 18 |
| | Additional PR Requested | 31 | 0 | 26 | 57 |
| Withdrawal of Accreditation – Involuntary | | 2 | 0 | 0 | 2 |
| Withhold of Accreditation | | 0 | 0 | 0 | 0 |
| Substantive Changes Reviewed by the Commission | | 0 | 0 | 0 | 0 |
| Total Number of Accreditation Actions taken by the Commission in 2019 | | | | | 184 |
| Letter of Intent Applications | | | | | 8 |
| Voluntary Inactive Accreditation | | | | | 0 |
| Voluntary Withdrawal Accreditation | | | | | 14 |
| Application for Substantive Change | | | | | 23 |
| Total Number of Accreditation Actions processed by the CoARC Executive Office in 2019 | | | | | 45 |

The CoARC is required to keep the public informed about its accreditation actions. One of the ways the CoARC does this is to provide the public with information about the accreditation decision process, the nature and scope of CoARC accreditation activity and the importance and value of accreditation (https://coarc.com/). The CoARC also provides the public with detailed descriptions of its accreditation policies and procedures by publishing its Accreditation Policies and Procedures Manual (https://coarc.com/Accreditation-Resources.aspx). In addition, prior to each Board meeting, the CoARC provides a list of programs scheduled to be reviewed and, following each meeting, the accreditation actions taken (https://coarc.com/News-and-Events/Meetings-and-Events/CoARC-Board-Meetings-Archive.aspx).

The following section lists the specific accreditation actions taken by the CoARC during 2019.

**Letter of Intent Applications Submitted**

The first step in the accreditation process is the submission of a Letter of Intent (LOI) application that declares the sponsor's intention to start a new program. The application, including supplementary materials, is reviewed by the CoARC Executive Office to ensure completeness, and subsequently by the Program Referee (a member of the CoARC Board who serves as the liaison between the program and the Commission). Further details regarding the Letter of Intent application process can be found in CoARC Policy 2.0.

| Program Name | Type/Degree | Location | Date Application Received |
|---|---|---|---|
| Skyline College | DA BS | San Bruno, CA | 1/3/2019 |
| Clarion University | Entry BS | Oil City, PA | 2/1/2019 |
| The Ohio State University | APRT MS | Columbus, OH | 3/19/2019 |
| Texas State University | DA BS | Round Rock, TX | 6/3/2019 |
| Texas State University | DA MS | Round Rock, TX | 6/3/2019 |
| University of Mary | DA BS | Bismarck, ND | 8/1/2019 |
| Youngstown University | DA BAS | Youngstown, OH | 12/16/2019 |
| Youngstown University | DA MS | Youngstown, OH | 12/16/2019 |

**Approval of Intent Granted**

An Approval of Intent (AOI) is an action taken by the CoARC, following the submission of a Letter of Intent (LOI) Application. An AOI indicates that a sponsoring institution's plan to start a program or program option is acceptable. An AOI authorizes the sponsor to submit a Provisional Accreditation Self-Study Report (PSSR) and to undergo a Provisional Accreditation site visit.

| Program # | Program Name (date LOI application received) | Type/Degree | Location | Effective |
|---|---|---|---|---|
| 200639 | Marywood University (7/18/2018) | Entry BS | Scranton, PA | 3/22/2019 |
| 200640 | Liberty University (11/1/2018) | Entry BS | Lynchburg, VA | 3/22/2019 |
| 510011 | Northern Kentucky University (10/17/2018) | DA BS | Highland Heights, KY | 3/22/2019 |
| 510012 | University of Kansas (10/22/2018) | DA BS | Kansas City, KS | 3/22/2019 |
| 510013 | Liberty University (11/1/2018) | DA BS | Lynchburg, VA | 3/22/2019 |
| 510014 | Kent State University at Ashtabula (11/13/2018) | DA BS | Ashtabula, OH | 3/22/2019 |
| 500015 | University of Cincinnati (10/9/2018) | DA BS | Cincinnati, OH | 3/22/2019 |
| 210517 | Clarion University (2/1/2019) | Entry BS | Oil City, PA | 4/30/2019 |
| 510016 | Skyline College (1/3/2019 | DA BS | San Bruno, CA | 7/19/2019 |
| 510017 | Texas State University (6/3/2019) | DA BS | Round Rock, TX | 7/19/2019 |
| 520017 | Texas State University (6/3/2019) | DA MS | Round Rock, TX | 7/19/2019 |
| 620001 | Ohio State University (3/19/2019) | APRT MS | Columbus, OH | 7/19/2019 |
| 510018 | University of Mary (8/1/2019) | DA BS | Bismarck, ND | 12/14/2019 |

**Provisional Accreditation Granted**

Provisional Accreditation status signifies that a program has demonstrated sufficient compliance with the Standards to initiate a program. Such compliance includes the completion and submission of an acceptable Provisional Accreditation Self Study Report (PSSR) and other documentation required by the CoARC and completion of Provisional on-site visit. The program will remain on Provisional Accreditation until it achieves Continuing Accreditation. The conferral of Provisional Accreditation authorizes the sponsor to admit its first class of students and signifies that the program is recognized by the NBRC, thus providing graduates of these programs with eligibility to the Respiratory Care Credentialing Examination(s). After at least three (3) years of outcomes have been collected, reported and analyzed (i.e. following the graduation of at least 3 cohorts of students), a provisionally accredited program may apply for Continuing Accreditation. If the program does not progress to Continuing Accreditation, enrolled students completing a program under Provisional Accreditation are still considered graduates of a CoARC accredited program.

| Program # | Program Name (date AOI granted) | Location | Effective |
|---|---|---|---|
| 200633 | Andrew College (3/9/2018) | Cuthbert, GA | 3/22/2019 |
| 300035 | Southern West Virginia Community & Tech (11/11/2017) | Mt. Gay, WV | 3/22/2019 |
| 500006 | University of Michigan-Flint (3/9/2018) | Flint, MI | 3/22/2019 |
| 510007 | Boise State University (3/9/2018) | Boise, ID | 3/22/2019 |
| 520007 | Boise State University (3/9/2018) | Boise, ID | 3/22/2019 |
| 200635 | St. Clair County Community College (7/16/2018) | Port Huron, MI | 7/19/2019 |
| 200638 | Trenholm State Community College (7/16/2018) | Montgomery, AL | 7/19/2019 |
| 200640 | Liberty University (3/22/2019) | Lynchburg, VA | 7/19/2019 |
| 210517 | Clarion University (4/30/2019) | Oil City, PA | 7/19/2019 |
| 510008 | Modesto Junior College (11/9/2018) | Modesto, CA | 7/19/2019 |
| 510013 | Liberty University (3/22/2019) | Lynchburg, VA | 7/19/2019 |
| 510009 | University of Southern Indiana (11/9/2018) | Evansville, IN | 12/14/2019 |
| 510010 | Nebraska Methodist College (11/9/2018) | Omaha, NE | 12/14/2019 |
| 510011 | Northern Kentucky University (3/22/2019) | Highland Heights, KY | 12/14/2019 |
| 510014 | Kent State University at Ashtabula (3/22/2019) | Ashtabula, OH | 12/14/2019 |
| 620001 | Ohio State University (7/19/2019) | Columbus, OH | 12/14/2019 |

**Continuing Accreditation Granted**

Continuing Accreditation is conferred when 1) an established, program with Continuing Accreditation demonstrates compliance with the *Standards* following submission of an acceptable continuing accreditation self-study report and completion of an on-site visit, or 2) a program holding Provisional Accreditation has demonstrated compliance with the *Standards* during the Provisional Accreditation period. Continuing Accreditation remains in effect until it is withdrawn: either voluntarily - the program withdraws from the accreditation process; or involuntarily - accreditation is withdrawn by the CoARC because of the program's failure to comply with the *Standards*.

CoARC

| Program # | Program Name | Location | Next Re-evaluation |
|---|---|---|---|
| 200022 | Mt. San Antonio College | Walnut, CA | 2029 |
| 200070 | Dakota State University | Madison, SD | 2029 |
| 200088 | Delaware Co CC/Crozer-Chester Med Ctr | Upland, PA | 2029 |
| 200105 | Westchester Community College | Valhalla, NY | 2029 |
| 200204 | Delgado Community College | New Orleand, LA | 2029 |
| 200211 | Central Piedmont Community College | Charlotte, NC | 2029 |
| 200226 | GateWay Community College | Phoenix, AZ | 2029 |
| 200292 | Itawamba Community College | Tupelo, MS | 2029 |
| 200329 | Muskegon Community College | Muskegon, MI | 2029 |
| 200342 | Tennessee State University | Nashville, TN | 2029 |
| 200374 | Lake Superior College | Duluth, MN | 2029 |
| 200379 | Vermont Technical College | Williston, VT | 2029 |
| 200384 | Pima Medical Institute-Mesa | Phoenix, AZ | 2029 |
| 200457 | Hawkeye Community College | Waterloo, IA | 2029 |
| 200510 | Concorde Career College- Denver | Aurora, CO | 2029 |
| 200511 | Idaho State University | Pocatello, ID | 2029 |
| 200520 | Polk State College | Winter Haven, FL | 2029 |
| 200526 | Columbus Technical College | Columbus, GA | 2029 |
| 200531 | Cameron University | Lawton, OK | 2029 |
| 200600 | Sullivan Respiratory Care Consortium | Loch Sheldrake, NY | 2024 |
| 300015 | Dakota State University Satellite | Rapid City, SD | 2029 |
| 300016 | Munson Medical Center | Traverse City, MI | 2029 |
| 200055 | Spokane Community College | Spokane, WA | 2029 |
| 200076 | Johnson County Community College | Olathe, KS | 2029 |
| 200117 | Newman University | Wichita, KS | 2029 |
| 200152 | Valencia College | Orlando, FL | 2029 |
| 200161 | Loma Linda University | Loma Linda, CA | 2029 |
| 200183 | Northern Essex Community College | Lawwrence, MA | 2029 |
| 200205 | Long Island University | Brooklyn, NY | 2029 |
| 200215 | Santa Fe College | Gainesville, FL | 2029 |
| 200267 | University of South Alabama | Mobile, AL | 2029 |
| 200300 | Daytona State College | Daytona Beach, FL | 2029 |
| 200344 | Seattle Central College | Seattle, WA | 2029 |
| 200360 | Modesto Junior College | Modesto, CA | 2029 |
| 200388 | College of DuPage | Glen Ellyn, IL | 2029 |
| 200398 | East Tennessee State University | Elizabethton, TN | 2029 |
| 200436 | Washington State Community College | Marietta, OH | 2029 |
| 200446 | Mohawk Valley Community College | Utica, NY | 2029 |
| 200448 | Baptist College of Health Sciences | Memphis, TN | 2029 |
| 200453 | Mountain Empire Community College | Big Stone Gap, VA | 2029 |
| 200454 | Francis Tuttle Technology Center | Oklahoma City, OK | 2029 |

| 200455 | Eastern New Mexico University-Roswell | Roswell, NM | 2029 |
|--------|----------------------------------------|-------------|------|
| 200506 | Marshall University/St. Mary's Med Ctr | Huntington, WV | 2029 |
| 200517 | Clarion University | Oil City, PA | 2029 |
| 200519 | Southcentral Kentucky Community & Tech | Bowling Green, KY | 2029 |
| 200529 | Jackson College | Jackson, MI | 2029 |
| 200539 | St. Johns River State College | St. Augustine, FL | 2029 |
| 200611 | Mandl School College of Allied Health | New York, NY | 2024 |
| 200115 | Northwest Mississippi Community College | Southaven, MS | 2029 |
| 200127 | Weber State University | Ogden, UT | 2029 |
| 200144 | Rose State College | Midwest City, OK | 2029 |
| 200155 | Greenville Technical College | Greenville, SC | 2029 |
| 200154 | Madison Area Technical College | Madison, WI | 2029 |
| 200162 | Georgia State University | Atlanta, GA | 2029 |
| 200223 | Florida State College at Jacksonville | Jacksonville, FL | 2029 |
| 200383 | Pima Medical Institute-Denver | Denver, CO | 2029 |
| 200393 | Northern Kentucky University | Highland Heights, KY | 2029 |
| 200395 | Piedmont Technical College | Greenwood, SC | 2029 |
| 200432 | Missouri Southern State University | Joplin, MO | 2029 |
| 200449 | Gulf Coast State College | Panama City, FL | 2029 |
| 200464 | Ivy Tech Community College – Lake County | Crown Point, IN | 2029 |
| 200507 | Pima Medical Institute-Las Vegas | Las Vegas, NV | 2029 |
| 200544 | Wilkes Community College | Wilkesboro, NC | 2029 |
| 200610 | Hartnell College | Salinas, CA | 2024 |
| 220162 | Georgia State University | Atlanta, GA | 2029 |
| 300029 | Weber State University-Davis Campus | Layton, UT | 2029 |
| 300030 | Weber State University-Univ of Utah | Salt Lake City, UT | 2029 |

**Probationary Accreditation Conferred**

Probationary Accreditation is a temporary status* of accreditation conferred when an accredited program is not in compliance with one or more *Standards* and/or Policies, and progress reports submitted do not demonstrate correction of these deficiencies. Probationary Accreditation can also be conferred when a sponsor receives an adverse accreditation action as described in CoARC Policy 1.07. Following conferral of Probationary Accreditation, the program must file a Probation Report as directed by the CoARC Executive Office. However, if at any time the program can rectify all the deficiencies that resulted in Probationary Accreditation, supported by CoARC's review of the Probation Report, and thereby achieve compliance with the *Standards*, the CoARC will consider removing probationary status. If compliance with all *Standards* is not demonstrated within two (2) consecutive years following conferral of Probationary Accreditation, accreditation will be withheld or withdrawn. In no case will probationary status exceed 2 years. If the program remains out of compliance with the *Standards* at the end of the first year of the two-year probationary period, the CoARC may withdraw accreditation unless it determines that the program is making a good faith effort to come into compliance with the *Standards.* A decision to confer probation is subject to reconsideration but cannot be

appealed (See CoARC Policy 1.06). Enrolled students completing a program that is under Probationary Accreditation are considered graduates of a CoARC accredited program. Programs on Probationary Accreditation are prohibited from increasing cohort and enrollment numbers until Probationary Accreditation is removed. The CoARC requires the sponsor to complete a teach-out plan when: a program placed on probation; requests inactive status; or when accreditation is withdrawn - voluntarily/involuntarily (see CoARC Policy 1.13).

| Program # | Program Name | Location | Effective* |
|---|---|---|---|
| 200385 | Pittsburgh Career Institute | Pittsburgh, PA | 3/22/2019 |
| 200469 | Concorde Career College- Memphis | Memphis, TN | 3/22/2019 |
| 200543 | METC – Air Force | Fort Sam Houston, TX | 3/22/2019 |
| 200560 | Platt College | Moore, OK | 3/22/2019 |
| 200587 | St. Augustine College | Chicago, IL | 3/22/2019 |
| 200342 | Tennessee State University | Nashville, TN | 7/19/2019 |
| 200586 | Simi Institute/Excelsior College | Simi Valley, CA | 7/19/2019 |

*This action does not become final until after the program has exhausted its rights to seek reconsideration (see CoARC Policy 1.07 – Reconsideration and Appeal).

**Probationary Accreditation Removed\*\***
\*\*Following review of the Probation Report, Probationary Accreditation was removed, and the programs listed below resumed their previous accreditation status.

| Program # | Program Name (date initially placed on probation) | Location | Effective |
|---|---|---|---|
| 200303 | Midland College | Midland, TX | 3/22/2019 |
| 200442 | Howard College | San Angelo, TX | 3/22/2019 |
| 200469 | Concorde Career College- Memphis | Memphis, TN | 12/14/2019 |
| 200543 | METC – Air Force | Fort Sam Houston, TX | 12/14/2019 |

**Probation Report Reviewed\***
\* Following review of the Probation Report, Probationary Accreditation remains for the program listed below.

| Program # | Program Name (date initially placed on probation) | Location | Next Action |
|---|---|---|---|
| 200438 | McLennan Community College (11-11-17) | Waco, TX | 12/2019 |
| 200602 | American College for Medical Careers (11-11-17) | Orlando, FL | 12/2019 |
| 200605 | Arkansas State University Mid-South (11-11-17) | West Memphis, AR | 12/2019 |
| 200438 | McLennan Community College (11-11-17) | Waco, TX | 3/2020 |
| 200602 | American College for Medical Careers (11-11-17) | Orlando, FL | 3/2020 |
| 200605 | Arkansas State University-Mid South (11-11-17) | West Memphis, AR | 3/2020 |

**Progress Reports Reviewed***
*All programs listed below are required to submit an additional Progress Report (PR).

For general information about progress reports, please visit https://coarc.com/Accreditation-Resources/Progress-Reports.aspx . For detailed information on the actions taken by the CoARC Board, please visit the Accreditation Actions document (https://coarc.com/News-and-Events/Meetings-and-Events/CoARC-Board-Meetings-Archive.aspx) for the specific Board meeting date.

| Program # | Program Name | Location | Next CoARC Mtg |
|---|---|---|---|
| 200276 | California College San Diego | San Diego, CA | 12/2019 |
| 200326 | Eastern Gateway Community College | Steubenville, OH | 12/2019 |
| 200378 | Robeson Community College | Lumberton, NC | 12/2019 |
| 200440 | Concorde Career College- North Hollywood | North Hollywood, CA | 12/2019 |
| 200559 | Concorde Career Institute- Miramar | Miramar, FL | 12/2019 |
| 200597 | Concorde Career College- Dallas | Dallas, TX | 12/2019 |
| 200084 | Nassau Community College | Garden City, NY | 3/2020 |
| 200107 | Cuyahoga Community College | Parma, OH | 3/2020 |
| 200276 | California College San Diego | San Diego, CA | 3/2020 |
| 200292 | Itawamba Community College | Tupelo, MS | 3/2020 |
| 200302 | Tallahassee Community College | Tallahassee, FL | 3/2020 |
| 200326 | Eastern Gateway Community College | Steubenville, OH | 3/2020 |
| 200329 | Muskegon Community College | Muskegon, MI | 3/2020 |
| 200342 | Tennessee State University | Nashville, TN | 3/2020 |
| 200360 | Modesto Junior College | Modesto, CA | 3/2020 |
| 200378 | Robeson Community College | Lumberton, NC | 3/2020 |
| 200450 | Collins Career Technical Center | Chesapeake, OH | 3/2020 |
| 200476 | Chippewa Valley Technical College | Eau Claire, WI | 3/2020 |
| 200490 | Stevens-Henager College | Salt Lake City, UT | 3/2020 |
| 200506 | Marshall University / St. Mary's Med Ctr | Huntington, WV | 3/2020 |
| 200528 | Southeast Arkansas College | Pine Bluff, AR | 3/2020 |
| 200533 | University of Arkansas – Pulaski Tech | North Little Rock, AR | 3/2020 |
| 200597 | Concorde Career College- Dallas | Dallas, TX | 3/2020 |
| 200598 | Hutchinson Community College | Hutchinson, KS | 3/2020 |
| 210290 | Gannon University | Erie, PA | 3/2020 |
| 300009 | BGSU-Lorain County Community College | Elyria, OH | 3/2020 |

**Progress Report Reviewed (Final)***
 The CoARC requires a program to submit documentation addressing any *Standard* not met (i.e. a citation) as a progress report. The CoARC may request a Standardized Progress Report (series of questions developed by the CoARC) for a variety of deficiencies including failing to meet thresholds for the following outcomes: retention, credentialing success, graduate and employer satisfaction, and on-time graduation rate.

The decision to request a progress report is made by the Program Referee or the Executive Office during the accreditation review process.  The progress report addressing the standard(s) with which the program has been found to be in non-compliance must be submitted before the specified deadline.  The progress report will constitute the basis for subsequent Commission action.  If the program comes into compliance with all the CoARC *Standards*, the action will be to accept the report.  If the report does not demonstrate compliance with the *Standards*, or if it was not submitted within the time frame specified in the request for the progress report, the Commission may either (1) request an additional progress report or (2) confer a Probationary Accreditation status.  For general information about progress reports, please visit https://coarc.com/Accreditation-Resources/Progress-Reports.aspx. For detailed information on the actions taken by the CoARC Board, please visit the Accreditation Actions document (https://coarc.com/News-and-Events/Meetings-and-Events/CoARC-Board-Meetings-Archive.aspx) for the specific Board meeting date.

*All Progress Reports were accepted as final for the programs listed below.

| Program # | Program Name | Location | Next Re-evaluation |
|---|---|---|---|
| 200180 | Parkland College | Champaign, IL | 2026 |
| 200208 | Texas Southern University | Houston, TX | 2026 |
| 200249 | River Valley Community College | Claremont, NH | 2026 |
| 200277 | Georgia Southern University-Savannah | Savannah, GA | 2028 |
| 200293 | Texas Southmost College | Brownsville, TX | 2022 |
| 200340 | Northland Community & Technical College | E Grand Forks, MN | 2028 |
| 200533 | University of Arkansas – Pulaski Tech | N Little Rock, AR | 2028 |
| 200536 | Carrington College – Las Vegas | Las Vegas, NV | 2019 |
| 200545 | Concorde Career Institute- Jacksonville | Jacksonville, FL | 2020 |
| 200591 | Shelton State Community College | Tuscaloosa, AL | 2021 |
| 300006 | University of Missouri at Mercy Hospital | St. Louis, MO | 2022 |
| 200511 | Idaho State University | Pocatello, ID | 2029 |
| 200088 | Delaware Co CC/Crozer Chester Med Ctr | Upland, PA | 2029 |
| 200116 | Borough of Manhattan Community College | New York, NY | 2026 |
| 200117 | Newman University | Wichita, KS | 2029 |
| 200204 | Delgado Community College | New Orleans, LA | 2029 |
| 200396 | Northeast Iowa Community College | Peosta, IA | 2021 |
| 200406 | Copiah-Lincoln Community College | Natchez, MS | 2023 |
| 200425 | San Joaquin Valley College-Bakersfield | Bakersfield, CA | 2025 |
| 200440 | Concorde Career College- North Hollywood | N Hollywood, CA | 2022 |
| 200461 | Northeast Kentucky Consortium | Morehead, KY | 2021 |
| 200531 | Cameron University | Lawton, OK | 2029 |
| 200559 | Concorde Career Institute- Miramar | Miramar, FL | 2027 |
| 200566 | American Career College – Ontario | Ontario, CA | 2027 |
| 300035 | Southern West Virginia Community & Technical | Mt. Gay, WV | 2024 |

**Withhold Accreditation**\*

A program seeking Provisional Accreditation or Continuing Accreditation may have such accreditation status withheld if, following submission of a self-study and completion of an on-site evaluation, the accreditation review process confirms that the program is not in compliance with the Standards.  A program that has had its accreditation status withheld can no longer admit students.  The CoARC requires a sponsor to formulate and complete a teach-out plan when the CoARC acts to withhold/withdraw a program's accreditation (see Policy 1.13). Enrolled students who satisfactorily complete the program during the teach-out are considered graduates of a CoARC accredited program.  \*This action does not become final until after the program has exhausted its rights to seek reconsideration and to file an appeal (see CoARC Policy 1.06 – Reconsideration and Appeal).

| Program # | Program Name | Location | Effective |
|---|---|---|---|
| | N/A | | |

**Withdrawal Accreditation – Involuntary**\*

This status is conferred when an accredited program is not in compliance with the Accreditation Standards and has failed to address cited deficiencies to the satisfaction of the CoARC.  Specific circumstances warranting a withdrawal of accreditation are described in CoARC Policy 1.057.  A program that has had its accreditation status withdrawn cannot admit students. When the CoARC confers Withdrawal of Accreditation, the CoARC requires the sponsor to formulate and complete a teach-out plan for any students remaining in the program (see CoARC Policy 1.13).  For programs that receive a Withdrawal of Accreditation status, enrolled students who satisfactorily complete the program teach-out are considered graduates of a CoARC accredited program.

| Program # | Program Name | Location | Effective |
|---|---|---|---|
| 200343 | Southern University at Shreveport | Shreveport, LA | 3/22/2019 |
| 320276 | Independence University | Salt Lake City, UT | 3/22/2019 |

\*This action does not become final until after the program has exhausted its rights to seek reconsideration and to file an appeal (see CoARC Policy 1.06 – Reconsideration and Appeal).

**Withdrawal Accreditation - Voluntary**

This status is conferred when a sponsor notifies the CoARC that it wants its program(s) to be removed from the accreditation process.  Sponsoring institutions may notify the CoARC of Voluntary Withdrawal of Accreditation, at any time, either for all activities of the program or for any program options.  For programs that receive a 'Withdrawal of Accreditation – Voluntary' status, enrolled students who satisfactorily complete the teach-out are considered graduates of a CoARC accredited program (See CoARC Policy 1.06 for Reconsideration and Appeal Policy).

| Program # | Program Name | Degree Conferred | Location | Effective |
|---|---|---|---|---|
| 300036 | Ferris State University-Grand Rapids | AAS | Grand Rapids, MI | 1/14/2019 |
| 300033 | California College San Diego | AS | San Marcos, CA | 1/30/2019 |
| 200614 | Cochise College | AAS | Sierra Vista, AZ | 2/14/2019 |
| 200537 | Trinity College of Nursing & Health Sc | AAS | Rock Island, IL | 2/15/2019 |
| 200620 | Samford University | MS | Birmingham, AL | 5/6/2019 |
| 400247 | Youngstown State University | SDS | Youngstown, OH | 5/13/2019 |
| 200572 | Rush University Medical Center | BS | Chicago, IL | 6/1/2019 |
| 200569 | Ivy Tech Eastern Indiana RC Consortium | AS | New Castle, IN | 8/19/2019 |
| 200496 | Orangeburg-Calhoun Technical College | AS | Orangeburg, SC | 9/1/2019 |
| 200560 | Platt College | AS | Moore, OK | 9/27/2019 |
| 200264 | Wheeling Jesuit University | BS | Wheeling, WV | 12/16/2019 |
| 200051 | Shenandoah University | BS | Winchester, VA | 12/31/2019 |
| 200516 | Southern State Community College-Fayette | AAS | Washington Court House, OH | 12/31/2019 |
| 300034 | Shenandoah University Northern Virginia | BS | Leesburg, VA | 12/31/2019 |

**Inactive Accreditation**

Base programs and/or program options on Administrative Probation or with a status of Continuing Accreditation without any pending Progress Reports are eligible to request inactive status for up to two years. No students may be enrolled or matriculated in the program while the program is on inactive status. Programs offering additional options may request voluntary inactive status for these program options without affecting the accreditation status of the base program. The Inactive Status does not affect the date of the next scheduled site visit. During inactive status, programs must continue to submit documents (e.g., annual reports) and pay applicable fees, unless otherwise directed by the CoARC. The CoARC requires a sponsor to formulate and complete a teach-out plan when a program requests inactive status (see CoARC Policy 1.13).

| Program # | Program Name | Location | Effective |
|---|---|---|---|
|  | N/A |  |  |

**Administrative Probation**

Administrative Probation is conferred when a program, or any program option with a separate CoARC ID number, does not comply with any of the CoARC's administrative requirements. Administrative Probation status will not affect the eligibility of its students for the NBRC Examinations. During a period of Administrative Probation, all listings of a program's accreditation status must include the words "Administrative Probation". Following conferral of Administrative Probation, failure of the program to provide requested material/fees etc. will result in the program's being placed on the agenda of the next scheduled CoARC meeting for consideration of Withhold or Withdrawal of Accreditation (see CoARC Accreditation Policy 1.054 and 1.057). If conferral of Administrative Probation was for failure to meet personnel requirements, the deficiency will be brought before the CoARC Board at its next meeting and may result in an adverse accreditation decision (see CoARC Accreditation Policy 6.011I).

| Program # | Program Name (date Admin Pro Conferred) | Location | Reason | Date Admin Pro Removed |
|---|---|---|---|---|
| | N/A | | | |

**Site Visits Conducted**

A site visit is the most complex aspect of the accreditation process. It is also the most visible function of the CoARC.  Site visitation teams usually have two members, one of whom may (and in some cases, must) be a physician. Site visitors are trained to be objective on-site observers and gatherers of data, which are then reported back to the CoARC Referee.  During the campus visit, site visitors interact with all of the communities of interest, review pertinent documents, and, when appropriate, inspect program facilities.  Through this process, the CoARC ensures that the documentation provided to the CoARC prior to the visit supports the program's analysis and action plans related to its resources and outcomes. Further, the visit offers an opportunity to confirm the extent to which the program meets the Standards.  Further details regarding the site visit process can be found at https://www.coarc.com/Site-Visitors/Resources.aspx.  In 2019, there were a total of 71 site visits, listed below.

| Program # | Program Name | Location | Dates of Site Visit in 2019 |
|---|---|---|---|
| 200055 | Spokane Community College | Spokane, WA | 4/25/18 |
| 200076 | Johnson County Community College | Olathe, KS | 2/21/19 |
| 200109 | Miami Dade College | Miami, FL | 10/24/19 |
| 200115 | Northwest Mississippi Community College | Southaven | 9/19/19 |
| 200127 | Weber State University | Ogden, UT | 2/21/19 |
| 200132 | Crafton Hills College | Yucaipa, CA | 12/9/19 |
| 200144 | Rose State College | Midwest, OK | 10/3/19 |
| 200152 | Valencia College | Orlando, FL | 2/18/19 |
| 200154 | Madison Area Technical College | Madison, WI | 10/24/19 |
| 200155 | Greenville Technical College | Greenville, SC | 9/12/19 |
| 200161 | Loma Linda University | Loma Linda, CA | 5/30/19 |
| 200162 | Georgia State University | Atlanta, GA | 10/14/19 |
| 200183 | Northern Essex Community College | Lawrence, MA | 4/22/19 |
| 200194 | American River College | Sacramento, CA | 11/14/19 |
| 200205 | Long Island University | Brooklyn, NY | 4/22/19 |
| 200207 | Victor Valley Community College | Victorville, CA | 9/16/19 |
| 200211 | Central Piedmont Community College | Charlotte, NC | 2/11/19 |
| 200215 | Santa Fe College | Gainesville, FL | 3/11/19 |
| 200223 | Florida State College at Jacksonville | Jacksonville, FL | 4/11/19 |
| 200224 | Augusta University | Augusta, GA | 11/14/19 |
| 200288 | Southern Maine Community College | South Portland | 11/4/19 |
| 200300 | Daytona State College | Daytona, FL | 3/7/19 |
| 200344 | Seattle Central College | Seattle, WA | 4/29/19 |
| 200350 | Northeast Wisconsin Technical College | Green Bay, WI | 10/7/19 |
| 200352 | Ivy Tech Community College – Central IN | Indianapolis, IN | 10/3/19 |

| 200360 | Modesto Junior College | Modesto, CA | 4/11/19 |
|--------|------------------------|-------------|---------|
| 200383 | Pima Medical Institute-Denver | Denver, CO | 3/14/19 |
| 200388 | College of DuPage | Glen Ellyn, IL | 4/4/19 |
| 200393 | Northern Kentucky University | Highland Heights, KY | 10/28/19 |
| 200395 | Piedmont Technical College | Greenwood, SC | 6/27/19 |
| 200398 | East Tennessee State University | Elizabethton, TN | 2/28/19 |
| 200432 | Missouri Southern State University | Joplin, MO | 9/19/19 |
| 200436 | Washington State Community College | Marietta, OH | 2/25/19 |
| 200446 | Mohawk Valley Community College | Utica, NY | 4/28/19 |
| 200448 | Baptist College of Health Sciences | Memphis, TN | 4/4/19 |
| 200449 | Gulf Coast State College | Panama City, FL | 9/26/19 |
| 200453 | Mountain Empire Community College | Big Stone Gap | 3/28/19 |
| 200454 | Francis Tuttle Technology Center | Oklahoma City | 1/31/19 |
| 200455 | Eastern New Mexico University-Roswell | Roswell, NM | 2/7/19 |
| 200464 | Ivy Tech Community College-Lake County | Crown Point, IN | 10/17/19 |
| 200506 | Marshall University/St. Mary's Med Ctr | Huntington, WV | 1/14/19 |
| 200507 | Pima Medical Institute-Las Vegas | Las Vegas, NV | 7/8/19 |
| 200517 | Clarion University | Oil City, PA | 6/6/19 |
| 200519 | Southcentral Kentucky Community & Tech | Bowling Green, KY | 3/28/19 |
| 200520 | Polk State College | Winter Haven, FL | 1/17/19 |
| 200529 | Jackson College | Jackson, MI | 6/3/19 |
| 200530 | Northwest Kansas Technical College | Goodland, KS | 10/28/19 |
| 200536 | Carrington College - Las Vegas | Las Vegas, NV | 11/14/19 |
| 200539 | St. Johns River State College | St. Augustine, FL | 4/15/19 |
| 200544 | Wilkes Community College | Wilkesboro, NC | 8/29/19 |
| 200545 | Concorde Career Institute- Jacksonville | Jacksonville, FL | 9/26/19 |
| 200586 | Simi Institute/Excelsior College | Simi Valley, CA | 4/11/19 |
| 200610 | Hartnell College | Salinas, CA | 9/9/19 |
| 200611 | Mandl School College of Allied Health | New York, NY | 6/17/19 |
| 200633 | Andrew College | Cuthbert, GA | 2/18/19 |
| 200635 | St. Clair County Community College | Port Huron, MI | 6/3/19 |
| 200638 | Trenholm State Community College | Montgomery, AL | 2/11/19 |
| 200640 | Liberty University | Lynchburg, VA | 6/6/19 |
| 210517 | Clarion University | Oil City, PA | 6/6/19 |
| 220162 | Georgia State University | Atlanta, GA | 10/14/19 |
| 300029 | Weber State University-Davis Campus | Layton, UT | 2/21/19 |
| 300030 | Weber State University-Univ of Utah | Salt Lake City, UT | 2/21/19 |
| 500006 | University of Michigan - Flint | Flint, MI | 2/21/19 |
| 510007 | Boise State University | Boise, ID | 3/7/19 |
| 510008 | Modesto Junior College | Modesto, CA | 4/11/19 |
| 510009 | University of Southern Indiana | Evansville, IN | 10/24/19 |
| 510010 | Nebraska Methodist College | Omaha, NE | 10/17/19 |
| 510011 | Northern Kentucky University | Highland Heights, KY | 10/28/19 |

| | | | |
|---|---|---|---|
| 510013 | Liberty University | Lynchburg, VA | 6/6/19 |
| 510014 | Kent State University at Ashtabula | Ashtabula, OH | 11/21/19 |
| 520007 | Boise State University | Boise, ID | 3/7/19 |
| 620001 | The Ohio State University | Columbus, OH | 11/4/19 |

**Applications for Substantive Change**

A substantive change is any modification, affecting either the program or the program's sponsor, that the CoARC has determined to have the potential to affect program outcomes and thus requires the program to notify the CoARC prior to its occurrence (https://coarc.com/Accreditation/Program-Resources/Substantive-Changes.aspx). The sponsor must report substantive change(s) to the CoARC for approval prior to the intended date of implementation, except for either an adverse action by the sponsor's institutional accrediting agency, a change in the program sponsor's institutional accreditation status or changes that are emergent or unexpected (see Accreditation Policy 1.07). While the decision to implement a substantive change is an institutional prerogative and/or responsibility, the CoARC is obligated to assess the potential of any substantive change to adversely affect the program's ability to meet the *Standards* and Policies.

| Program # | Program Name | State | Policy # | Date Approved |
|---|---|---|---|---|
| 200573 | Concorde Career Institute-Tampa | FL | 9.10 | 1/1/2019 |
| 200410 | Fletcher Technical Community College | LA | 9.11 | 1/10/2019 |
| 300030 | Weber State University-Univ of Utah | UT | 9.11 | 1/23/2019 |
| 200550 | Walters State Community College | TN | 9.04 | 2/15/2019 |
| 200616 | Blessing-Reiman College of Nursing | IL | 9.11 | 3/26/2019 |
| 200339 | Bowling Green State U-Firelands | OH | 9.02, 9.03, 9.04 | 4/16/2019 |
| 200321 | Florida A&M University | FL | 9.04 | 4/25/2019 |
| 300009 | Bowling Green State U-Firelands | OH | 9.02, 9.03, 9.04 | 4/25/2019 |
| 200066 | SUNY Upstate Medical University | NY | 9.04, 9.10 | 4/25/2019 |
| 200109 | Miami Dade College | FL | 9.03 | 4/26/2019 |
| 200452 | College of Southern Nevada | NV | 9.02, 9.04 | 6/10/2019 |
| 200352 | Ivy Tech Community College-Central IN | IN | 9.10 | 6/14/2019 |
| 200608 | YTI Career Institute-Altoona | PA | 9.04, 9.10 | 6/24/2019 |
| 200276 | California College San Diego | CA | 9.04 | 8/16/2019 |
| 200312 | Radford University | VA | 9.01 | 8/16/2019 |
| 200065 | Highline College | WA | 9.02, 9.04 | 9/1/2019 |
| 200373 | Edgecombe Community College | NC | 9.10 | 9/17/2019 |
| 200145 | St. Petersburg College | FL | 9.10 | 9/17/2019 |
| 200359 | Seminole State College of Florida | FL | 9.04 | 9/24/2019 |
| 200005 | Chattanooga State Community College | TN | 9.04 | 10/25/2019 |
| 200542 | Carrington College | CA | 9.10 | 11/1/2019 |
| 200298 | Madisonville Community College | KY | 9.04, 9.10 | 12/9/2019 |
| 200407 | Catawba Valley Community College | NC | 9.04, 9.10 | 12/11/2019 |

**Changes in Program Information and Personnel**

The CoARC Executive Office is responsible for maintaining accurate programmatic information. Programs are required to report changes in program name, address, and certain personnel to the CoARC in a timely manner. The following is a list of reported changes from January 1, 2015 through December 31, 2019:

| Type of Change Reported | | Number Reported in 2015 | Number Reported in 2016 | Number Reported in 2017 | Number Reported in 2018 | Number Reported in 2019 |
|---|---|---|---|---|---|---|
| Change in Program Name | | 11 | 4 | 5 | 1 | 1 |
| Change in Program Address | | 2 | 1 | 1 | 4 | 2 |
| Change in Billing Contact | | 56 | 38 | 46 | 26 | 19 |
| Change in President/CEO | | 73 | 61 | 60 | 40 | 75 |
| Change in Dean | | 113 | 104 | 109 | 73 | 94 |
| Change in Program Director | Permanent | 49 | 55 | 72 | 55 | 60 |
| | Temporary | 7 | 11 | 3 | 11 | 15 |
| | Acting | 1 | 5 | 10 | 5 | 5 |
| Change in Director of Clinical Education | Permanent | 83 | 91 | 87 | 91 | 107 |
| | Temporary | 22 | 20 | 21 | 20 | 31 |
| | Acting | 2 | 3 | 5 | 3 | 5 |
| Change in Medical Director | Permanent | 31 | 42 | 40 | 42 | 39 |
| | Temporary | 0 | 0 | 1 | 0 | 2 |
| Change in Co-Medical Director | | 3 | 2 | 5 | 7 | 6 |
| Change in Primary Sleep Specialist Instructor | | 1 | 0 | 0 | 2 | 0 |
| Total # of Changes Reported | | 446 | 405 | 453 | 392 | 461 |

Of the 55 permanent changes in Program Director in 2015, 18 were due to retirement, 15 to resignation, 13 to re-assignment, and 9 were due to other reasons.

Of the 49 permanent changes in Program Director in 2016, 20 were due to retirement, 14 to resignation, 6 to re-assignment, and 9 were due to other reasons.

Of the 55 permanent changes in Program Director in 2017, 16 were due to retirement, 17 to resignation, 13 to re-assignment and 9 were due to other reasons.

Of the 72 permanent changes in Program Director in 2018, 19 were due to retirement, 22 to resignation, 22 to re-assignment, and 9 were due to other reasons.

Of the 60 permanent changes in Program Director in 2019, 20 were due to retirement, 18 to resignation, 8 to re-assignment, and 10 were due to other reasons. Four did not provide a reason.

# 2019 ANNUAL REPORT OF CURRENT STATUS (RCS)

**Overview**

The CoARC defines program outcomes as *"performance indicators that reflect the extent to which the goals of the program are achieved and by which program effectiveness is documented. Examples include but are not limited to program completion rates, job placement rates, certification pass rates, and graduate satisfaction"* (*2015 Standards, p.47*). Outcomes measures used by the CoARC reflect metrics of program effectiveness and student achievement. The CoARC uses an outcomes-centered approach in its accreditation review process. This approach focuses on a specific set of outcomes which include the following: a) Graduate performance on the national credentialing examination for entry into practice; b) Programmatic retention; c) Graduate satisfaction with program; d) Employer satisfaction with program graduates; and e) Job placement.

The CoARC believes that continuous assessment of the educational quality of a respiratory care program (inclusive of distance education modalities and program options), will maximize the academic success of the enrolled students in an accountable and cost-effective manner. To achieve this outcome the assessment must be broad-based, systematic, and designed to promote achievement of program goals. The CoARC routinely monitors programmatic outcomes in relation to the CoARC thresholds via program submission of an Annual Report of Current Status (RCS). The CoARC provides definitions of each of the minimum performance criteria in Standard 3.09, its *Accreditation Policies & Procedures Manual*, and on its website (https://www.coarc.com/Accreditation-Resources/Outcomes-Thresholds.aspx).

In May 2011, the CoARC launched its online Annual RCS system with a deadline for submission of July 1st, 2011. In preparation for this launch, the CoARC redesigned its reporting tool. The focus of this redesign was to simplify, and increase the accuracy of, data entry for programs. To achieve this goal, the CoARC adopted a reporting system that is *driven by student data*. Programs can now capture and record cohort information that includes individual student data throughout their enrollment in the program. Once a cohort has been created and students for that cohort have been entered into the reporting system, the program can update student data, such as graduation, retention, credentials earned, and job placement, at any time. This student-specific information is then used to automatically generate aggregate programmatic outcomes data.

Outcomes are updated on an annual basis with submission of each program's Annual RCS. The CoARC works with programs throughout the data submission and validation phases to ensure that these performance data are accurate. With the 2015 RCS, the CoARC added overall employer and graduate satisfaction, as well as on-time graduation rates, to the outcomes metrics reported to the public.

The CoARC completed its verification of the outcomes data from the 2018 Annual Report of Current Status (RCS) in April 2020. A total of 421 program and program option annual reports were used to generate the data in this section. Programs on Approval of Intent are not included since they do not have outcomes data to report. These data are reported by program personnel to the CoARC and reflect the aggregate data for the three-year period being reported (January 1, 2016 through December 31, 2018 for the 2019 RCS reports accepted by the CoARC Executive Office). *Note: The data do not reflect any changes made to the RCS data after the 2019 RCS reports were accepted. Any such changes will be reported in the 2020 RCS reports.*

**Total Applications**

Each year, programs are required to report the number of applications they received. **Figure 8** shows the total number of applications to RC programs from 2010 through 2018. Total applications reached a peak of 23,430 in 2011, and then decreased by 41% between 2011 and 2016. The number of applications increased by 21% between 2016 and 2018. The mean number of applications per program was 41 in 2018, 39 in 2017, 34 in 2016, 35 in 2015, 47 in 2014, 46 in 2013, and 52 from 2010 through 2012. The median number of applications per program was 30 in 2019, 30 in 2017, 27 in 2016, 35 in 2015, 32 in 2014, 34 in 2013, 38 in 2012, 40 in 2011, and 38 in 2010.



Figure 8-Total Number of RC Entry into Practice Applications between 2010-2018
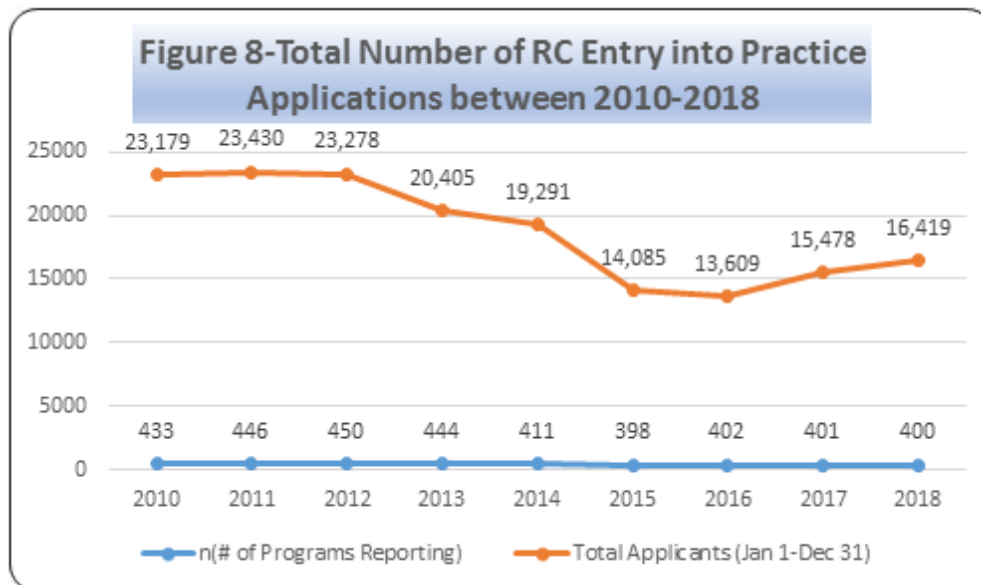
Not included in **Figure 8** are the enrollment data for the sleep disorders specialist certificate programs. The total number of applications to polysomnography was14 in 2018 (n=4), 28 in 2017 (n=6), 38 in 2016 (n=8), 49 in 2015 (n=7), 54 in 2014 (n=5), 50 in 2013 (n=7), 59 in 2012 (n=7), 85 in 2011 (7), 50 and in 2010 (n=11). The mean number of applications per program option was 4 in 2019, 5 in 2017, 8 in 2016, 10 in 2015, 11 in 2014, 7 in 2013 and 2012, 10 in 2011, and 5 in 2010. The median number of applications per program option was 3 in 2019, 10 in 2017, 6 in 2016, 8 in 2015, 10 in 2014, 5 in 2013, 7 in 2012, 10 in 2011, and 0 in 2010.

**RC Applications by Degree Offered**

| Degree Offered | 2018 Applications (N=400) | | 2017 Applications (N= 401) | | 2016 Applications (N= 402) | | 2015 Applications (N=398) | | 2014 Applications (N=411) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean |
| Associate | **14,184** | 42 | **13,399** | 40 | **12,221** | 36 | **17,372** | 49 | **18,336** | 48 |
| Baccalaureate | **2,039** | 33 | **1,910** | 32 | **1,796** | 32 | **1,708** | 31 | **2,003** | 33 |
| Masters | **196** | 49 | **169** | 28 | **68** | 34 | **211** | 70 | **66** | 22 |

Table 9 –RC Applications by Degree Offered between 2014 and 2018

**Table 9** shows the annual respiratory care applications in relation to the degree offered. There were 14,184 applications in 2018. The 334 programs offering associate degrees accounted for 86.4% of the total number of applications in 2018. This is a 5.9% increase compared to 2017 for this category and a 22.6% decrease when compared to 2014. The mean number of applications per program for this category was 42 in 2018, 40 in 2017, 34 in 2016, 36 in 2015, and 49 in 2014.

The 62 programs offering baccalaureate degrees accounted for 12.4% of the total number of applications in 2018. This is a 6.8% increase when compared to 2017 for this category, and a 1.8% increase when compared to 2014. The mean number of applications per program for this category was 33 for 2018, 32 in 2017, 34 in 2016, 32 in 2015, and 31 in 2014.

The 4 programs offering master's degrees accounted for 1.2% of the total number of applications in 2018. This is a 16% increase compared to 2017 for this category, and a 197% increase when compared to 2014. The mean number of applications per program for this category was 49 for 2018, 28 in 2017, 30 in 2016, 34 in 2015, and 70 in 2014.

**RC Applications by Institutional Type**

| Institutional Type | 2018 Applications (N=400) | | 2017 Applications (N= 401) | | 2016 Applications (N= 402) | | 2015 Applications (N=398) | | 2014 Applications (N=411) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Mean | Total | Mean | Total | Mean | Total | Mean | Total | Mean |
| Community or Junior College | 10,078 | 43 | 9,501 | 41 | 8,746 | 39 | 9,411 | 41 | 11,430 | 48 |
| Four-Year College or University | 3,085 | 34 | 2,933 | 31 | 2,956 | 31 | 2,654 | 29 | 3,686 | 41 |
| Technical or Vocational School | 2,309 | 44 | 2,299 | 43 | 1,394 | 23 | 1,615 | 27 | 3,465 | 53 |
| Academic HSC/ Medical Center | 185 | 23 | 213 | 27 | 249 | 36 | 191 | 21 | 365 | 33 |
| Career or Technical College | 474 | 47 | 305 | 31 | 240 | 27 | 192 | 24 | 131 | 26 |
| U.S. Military | 288 | 144 | 227 | 114 | 25 | 13 | 22 | 11 | 214 | 107 |

**Table 10 – RC Applications by Institutional Type between 2014 and 2018**

**Table 10** shows the annual applications for respiratory care programs by institutional type. The 235 programs offered in community or junior colleges accounted for 61.3% of the 10,078 applications in 2018. This is still the largest category. There was a 6% increase in applications to such institutions compared to 2017 and an 11.8% decrease compared to 2014. The mean number of applications per program for this category was 43 in 2018, 41 in 2017, 39 in 2016, 41 in 2015, and 48 in 2014.

The 92 programs offered in four-year colleges or universities accounted for 18.8% of the total number of applications in 2018. This is a 5.2% increase compared to 2017 and a 16.3% decrease compared to 2014. The mean number of applications per program for this category was 34 in 2018, 31 in 2017, 31 in 2016, 29 in 2015, and 41 in 2014.

The 53 programs offered in technical or vocational schools accounted for 14% of the total number of applications in 2018. This is a 0.4% increase compared to 2017 and a 33.4% decrease compared to 2014. The mean number of applications per program was 44 in 2018, 43 in 2017, 23 in 2016, 27 in 2015, and 53 in 2014.

The 8 programs offered in academic HSC/medical centers accounted for 1.2% of the total number of applications in 2018. This is a 13.1% decrease compared to 2017 and a 49.3% decrease compared to 2014. The mean number of applications per program was 23 in 2018, 27 in 2017, 36 in 2016, 21 in 2015, and 33 in 2014.

The 10 programs offered in career or technical colleges accounted for 2.9% of the total number of applications in 2018. This is a 55.4% increase compared to 2017 and a 261% increase compared to 2014. The mean number of applications per program was 47 in 2018, 31 in 2017, 27 in 2016, 24 in 2015, and 26 in 2014.

The 2 programs offered in the U.S. military accounted for 1.8% of the total number of applications in 2018. This is a 26.9% increase compared to 2017 but a 34.6% increase compared to 2014. The mean number of applications per program was 144 in 2018, 25 in 2017, 13 in 2016, 11 in 2015, and 107 in 2014.

**RC Applications by Institutional Control/Funding**

| Table 11 –RC Applications by Institutional Control/Funding between 2014 and 2018 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Institutional Control/Funding** | **2018 Applications (N=400)** | | **2017 Applications (N= 401)** | | **2016 Applications (N= 402)** | | **2015 Applications (N=398)** | | **2014 Applications (N=411)** | |
| | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean |
| Public/Not-For-Profit | **12,381** | 39 | **11,928** | 39 | **11,695** | 38 | **12,172** | 39 | **14,286** | 44 |
| Private/For-Profit (Proprietary) | **2,492** | 59 | **2,067** | 47 | **1,081** | 28 | **1,217** | 26 | **3,652** | 70 |
| Private/Not-For-Profit | **1,258** | 33 | **1,256** | 26 | **809** | 22 | **674** | 20 | **1,139** | 38 |
| Federal Government | **288** | 144 | **227** | 113.5 | **25** | 13 | **22** | 11 | **214** | 107 |

**Table 11** shows the annual applications to respiratory care programs in relation to institutional control/funding.   The 318 programs controlled/funded by public/not-for-profit institutions accounted for 75.4% of the 16,419 applications in 2018.  This is still the largest category. There was a 3.8% increase compared to 2017 and a 13.3% decrease compared to 2014.  The mean number of applications per program for this category was 39 in 2018, 39 in 2017, 38 in 2016, 39 in 2015, and 44 in 2014.

The 42 programs controlled/funded by private/for-profit (proprietary) institutions accounted for 15.1% of the total number of applications in 2018.  This is a 20.6% increase compared to 2017 and a 31.8% decrease compared to 2014.  The mean number of applications per program for this category was 59 in 2018, 47 in 2017, 28 in 2016, 26 in 2015, and 70 in 2014.

The 38 programs controlled/funded by private/not-for-profit institutions accounted for 7.7% of the total number of applications in 2018.  This is a 0.2% increase compared to 2017 and a 10.4% increase compared to 2014.  The mean number of applications per program for this category was 33 in 2018, 26 in 2017, 22 in 2016, 20 in 2015, and 38 in 2014.

The 2 programs controlled/funded by the federal government accounted for 1.8% of the total number of applications in 2018.  This is a 26.9% increase compared to 2017 and a 34.6% increase compared to 2014.  The mean number of applications per program was 144 in 2018, 113.5 in 2017, 13 in 2016, 11 in 2015, and 107 in 2014.

**Applications by State (including D.C. and PR) and Degree**

**Table 12** provides data on applications to respiratory care programs for 2013-2018 by state and degree offered. As expected, California continues to have the largest (12.3% of total in 2018) number of applications.

### Table 12 –Applications by State (including D.C. and PR) and Degree between 2013 and 2018

| State (# of programs reporting) | Degree | 2018 Applications (N=400) | 2017 Applications (N=401) | 2016 Applications (N=402) | 2015 Applications (N=398) | 2014 Applications (N=411) | 2013 Applications (N=444) |
|---|---|---|---|---|---|---|---|
| AL (n=6) | Total | 341 | 288 | 246 | 335 | 290 | 336 |
| 4 | Associate | 255 | 214 | 218 | 300 | 260 | 265 |
| 2 | Baccalaureate | 86 | 73 | 27 | 35 | 30 | 71 |
| 0 | Masters | N/A | 1 | 1 | N/A | N/A | N/A |
| AR (n=6) | Total | 154 | 215 | 291 | 252 | 251 | 239 |
| 5 | Associate | 140 | 208 | 267 | 240 | 225 | 234 |
| 1 | Baccalaureate | 14 | 7 | 24 | 12 | 26 | 5 |
| AZ (n=5) | Total | 471 | 315 | 147 | 170 | 522 | 512 |
| 5 | Associate | 471 | 315 | 147 | 170 | 522 | 512 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| CA (n=35) | Total | 2,530 | 2,314 | 1,673 | 1,819 | 3,349 | 3,281 |
| 34 | Associate | 2,488 | 2,269 | 1,623 | 1,765 | 3,317 | 3,252 |
| 1 | Baccalaureate | 42 | 45 | 50 | 54 | 32 | 29 |
| CO (n=4) | Total | 362 | 268 | 87 | 77 | 168 | 154 |
| 4 | Associate | 362 | 268 | 87 | 77 | 168 | 154 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| CT (n=5) | Total | 150 | 156 | 154 | 240 | 235 | 257 |
| 4 | Associate | 130 | 142 | 139 | 215 | 205 | 227 |
| 1 | Baccalaureate | 20 | 14 | 15 | 25 | 30 | 30 |
| DC (n=1) | Total | 6 | 12 | 13 | 15 | 12 | 18 |
| 1 | Associate | 6 | 12 | 13 | 15 | 12 | 18 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| DE (n=2) | Total | 40 | 64 | 60 | 72 | 95 | 96 |
| 2 | Associate | 40 | 64 | 60 | 72 | 95 | 96 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| FL (n=24) | Total | 987 | 1,004 | 884 | 905 | 1,092 | 1,251 |
| 22 | Associate | 930 | 963 | 830 | 858 | 1,057 | 1,221 |
| 2 | Baccalaureate | 57 | 41 | 54 | 47 | 35 | 30 |
| GA (n=15) | Total | 383 | 382 | 458 | 391 | 585 | 648 |
| 10 | Associate | 217 | 242 | 272 | 222 | 451 | 518 |
| 4 | Baccalaureate | 155 | 127 | 170 | 161 | 123 | 110 |
| 1 | Masters | 11 | 13 | 16 | 8 | 11 | 20 |
| HI (n=1) | Total | 30 | 30 | 30 | 18 | 25 | N/A |
| 1 | Associate | 30 | 30 | 30 | 18 | 25 | N/A |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |

# COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

CoARC

| State (# of programs reporting) | Degree | 2018 Applications (N=400) | 2017 Applications (N=402) | 2016 Applications (N=402) | 2015 Applications (N=398) | 2014 Applications (N=411) | 2013 Applications (N=444) |
|---|---|---|---|---|---|---|---|
| IA (n=6) | Total | 187 | 164 | 132 | 189 | 233 | 260 |
| 6 | Associate | 187 | 164 | 132 | 189 | 233 | 260 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| ID (n=3) | Total | 115 | 93 | 54 | 65 | 77 | 81 |
| 2 | Associate | 40 | 42 | 21 | 25 | 26 | 37 |
| 1 | Baccalaureate | 75 | 51 | 33 | 40 | 51 | 44 |
| IL (n=13) | Total | 377 | 394 | 406 | 402 | 643 | 581 |
| 12 | Associate | 350 | 362 | 361 | 402 | 488 | 501 |
| 0 | Baccalaureate | N/A | N/A | N/A | N/A | 15 | 36 |
| 1 | Masters | 27 | 32 | 45 | N/A | 140 | 44 |
| IN (n=10) | Total | 411 | 382 | 218 | 317 | 310 | 356 |
| 8 | Associate | 330 | 321 | 176 | 236 | 270 | 301 |
| 2 | Baccalaureate | 81 | 61 | 42 | 81 | 40 | 55 |
| KS (n=9) | Total | 260 | 196 | 191 | 155 | 203 | 217 |
| 8 | Associate | 224 | 176 | 165 | 147 | 181 | 202 |
| 1 | Baccalaureate | 36 | 20 | 26 | 8 | 22 | 15 |
| KY (n=13) | Total | 332 | 335 | 364 | 343 | 397 | 388 |
| 10 | Associate | 295 | 298 | 317 | 313 | 354 | 372 |
| 2 | Baccalaureate | 29 | 31 | 47 | 30 | 43 | 16 |
| 1 | Masters | 8 | 1 | N/A | N/A | N/A | N/A |
| LA (n=9) | Total | 208 | 158 | 198 | 212 | 225 | 254 |
| 6 | Associate | 176 | 119 | 168 | 168 | 203 | 226 |
| 3 | Baccalaureate | 32 | 39 | 30 | 44 | 22 | 28 |
| MA (n=5) | Total | 167 | 188 | 163 | 285 | 245 | 276 |
| 5 | Associate | 167 | 188 | 163 | 285 | 245 | 276 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| MD (n=6) | Total | 243 | 245 | 268 | 277 | 310 | 360 |
| 5 | Associate | 193 | 195 | 208 | 207 | 250 | 235 |
| 1 | Baccalaureate | 50 | 50 | 60 | 70 | 60 | 125 |
| ME (n=1) | Total | 43 | 40 | 40 | 69 | 78 | 85 |
| 1 | Associate | 43 | 40 | 40 | 69 | 78 | 85 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| MI (n=11) | Total | 363 | 454 | 425 | 411 | 404 | 476 |
| 11 | Associate | 363 | 454 | 425 | 411 | 404 | 476 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| MN (n=5) | Total | 137 | 118 | 122 | 144 | 185 | 170 |
| 3 | Associate | 92 | 85 | 85 | 115 | 137 | 125 |
| 2 | Baccalaureate | 45 | 33 | 37 | 29 | 48 | 45 |

| State (# of programs reporting) | Degree | 2018 Applications (N=400) | 2017 Applications (N=401) | 2016 Applications (N=402) | 2015 Applications (N=398) | 2014 Applications (N=411) | 2013 Applications (N=444) |
|---|---|---|---|---|---|---|---|
| **MO (n=8)** | **Total** | **195** | **128** | **151** | **192** | **242** | **262** |
| 6 | Associate | 170 | 103 | 132 | 164 | 219 | 242 |
| 2 | Baccalaureate | 25 | 25 | 19 | 28 | 23 | 20 |
| **MS (n=9)** | **Total** | **382** | **382** | **387** | **383** | **393** | **395** |
| 9 | Associate | 382 | 382 | 387 | 383 | 393 | 395 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **MT (n=2)** | **Total** | **26** | **33** | **30** | **35** | **32** | **39** |
| 2 | Associate | 2 | 33 | 30 | 35 | 32 | 39 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **NC (n=14)** | **Total** | **64** | **600** | **617** | **618** | **703** | **795** |
| 14 | Associate | 64 | 600 | 603 | 618 | 703 | 795 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **ND (n=2)** | **Total** | **26** | **23** | **29** | **22** | **21** | **29** |
| 0 | Associate | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Baccalaureate | 26 | 21 | 28 | 22 | 21 | 27 |
| 0 | Masters | 0 | 2 | 1 | 0 | 0 | 2 |
| **NE (n=4)** | **Total** | **85** | **85** | **108** | **76** | **100** | **121** |
| 3 | Associate | 81 | 79 | 98 | 66 | 95 | 106 |
| 1 | Baccalaureate | 4 | 6 | 10 | 10 | 5 | 15 |
| **NH (n=1)** | **Total** | **10** | **16** | **11** | **18** | **25** | **10** |
| 1 | Associate | 10 | 16 | 11 | 18 | 25 | 10 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **NJ (n=3)** | **Total** | **142** | **128** | **243** | **240** | **364** | **400** |
| 3 | Associate | 142 | 128 | 184 | 170 | 336 | 354 |
| 0 | Baccalaureate | 0 | 0 | 9 | 70 | 28 | 46 |
| **NM (n=6)** | **Total** | **126** | **123** | **78** | **120** | **115** | **148** |
| 6 | Associate | 126 | 123 | 78 | 120 | 115 | 148 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **NV (n=2)** | **Total** | **205** | **154** | **83** | **59** | **194** | **285** |
| 2 | Associate | 205 | 154 | 83 | 59 | 194 | 285 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **NY (n=13)** | **Total** | **791** | **705** | **890** | **878** | **948** | **897** |
| 10 | Associate | 699 | 618 | 829 | 815 | 847 | 759 |
| 3 | Baccalaureate | 92 | 87 | 61 | 63 | 101 | 138 |
| **OH (n=22)** | **Total** | **672** | **730** | **691** | **667** | **847** | **979** |
| 15 | Associate | 506 | 574 | 519 | 516 | 676 | 775 |
| 7 | Baccalaureate | 166 | 156 | 172 | 151 | 171 | 204 |

| State (# of programs reporting) | Degree | 2018 Applications (N=400) | 2017 Applications (N=401) | 2016 Applications (N=402) | 2015 Applications (N=398) | 2014 Applications (N=411) | 2013 Applications (N=444) |
|---|---|---|---|---|---|---|---|
| OK (n=7) | Total | 241 | 149 | 126 | 110 | 185 | 172 |
| 7 | Associate | 241 | 149 | 126 | 110 | 185 | 172 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| OR (n=3) | Total | 125 | 110 | 112 | 158 | 142 | 155 |
| 2 | Associate | 105 | 95 | 90 | 128 | 120 | 134 |
| 1 | Baccalaureate | 20 | 15 | 22 | 30 | 22 | 21 |
| PA (n=22) | Total | 904 | 864 | 737 | 732 | 937 | 1,067 |
| 15 | Associate | 509 | 504 | 467 | 453 | 677 | 867 |
| 7 | Baccalaureate | 395 | 360 | 270 | 279 | 260 | 200 |
| PR (n=1) | Total | 13 | 17 | | | | |
| 1 | Baccalaureate | 13 | 1 | N/A | N/A | N/A | N/A |
| RI (n=2) | Total | 61 | 79 | 35 | 48 | 88 | 87 |
| 2 | Associate | 61 | 79 | 35 | 48 | 88 | 87 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| SC (n=7) | Total | 149 | 175 | 187 | 168 | 186 | 218 |
| 7 | Associate | 149 | 175 | 187 | 168 | 186 | 218 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| SD (n=2) | Total | 24 | 30 | 32 | 34 | 29 | 30 |
| 2 | Associate | 24 | 30 | 32 | 34 | 29 | 30 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| TN (n=10) | Total | 454 | 403 | 378 | 390 | 521 | 556 |
| 7 | Associate | 353 | 300 | 258 | 268 | 409 | 418 |
| 3 | Baccalaureate | 101 | 103 | 120 | 122 | 112 | 138 |
| TX (n=35) | Total | 1,588 | 1,622 | 1,147 | 982 | 1,515 | 1,578 |
| 29 | Associate | 1,189 | 1,202 | 843 | 744 | 1,265 | 1,312 |
| 5 | Baccalaureate | 249 | 300 | 214 | 178 | 190 | 266 |
| 1 | Master's | 150 | 120 | 90 | 60 | 60 | 0 |
| UT (n=7) | Total | 369 | 224 | 131 | 91 | 520 | 592 |
| 4 | Associate | 240 | 124 | 29 | 3 | 448 | 451 |
| 3 | Baccalaureate | 129 | 100 | 102 | 88 | 72 | 141 |
| VA (n=6) | Total | 206 | 246 | 250 | 285 | 457 | 520 |
| 5 | Associate | 181 | 174 | 190 | 217 | 377 | 440 |
| 1 | Baccalaureate | 25 | 72 | 60 | 68 | 80 | 80 |
| VT (n=1) | Total | 44 | 40 | 1 | 33 | 40 | 40 |
| 1 | Associate | 44 | 40 | 35 | 33 | 40 | 40 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| WA (n=5) | Total | 195 | 184 | 175 | 193 | 179 | 214 |
| 3 | Associate | 133 | 144 | 144 | 156 | 163 | 151 |
| 2 | Baccalaureate | 62 | 40 | 40 | 19 | 30 | 28 |

| State (# of programs reporting) | Degree | 2018 Applications (N=400) | 2017 Applications (N= 401) | 2016 Applications (N= 402) | 2015 Applications (N=398) | 2014 Applications (N=411) | 2013 Applications (N=444) |
|---|---|---|---|---|---|---|---|
| WI (n=7) | Total | 233 | 212 | 237 | 255 | 296 | 330 |
| 7 | Associate | 233 | 212 | 237 | 255 | 296 | 330 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| WV (n=3) | Total | 205 | 186 | 76 | 119 | 268 | 184 |
| 2 | Associate | 195 | 170 | 65 | 98 | 250 | 157 |
| 1 | Baccalaureate | 10 | 16 | 11 | 21 | 18 | 27 |
| WY (n=1) | Total | 11 | 15 | 14 | 16 | 10 | 15 |
| 1 | Associate | 11 | 15 | 14 | 16 | 10 | 15 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 10 | 0 |

**Total New Enrollments**

*Programmatic enrollment* is deemed by the CoARC to occur when a student enrolls in the first core respiratory care course; i.e. a non-survey/non-prerequisite course available only to students matriculated in the respiratory care program. This may be different than the enrollment or matriculation date determined by the institution. This definition is used for calculating programmatic retention, on-time graduation rates, and maximum annual enrollment. **Figure 9** shows total new enrollments from 2009 through 2018. Enrollments for 2010 through 2018 are compared to the total maximum annual enrollment capacity[1]. The CoARC did not track maximum annual enrollment capacity prior to 2010. The data show new enrollments reaching 64.5% of maximum annual enrollment capacity in 2018, 58.8% of maximum annual enrollment capacity in 2017, 61.4% of capacity in 2016, 63.6% in 2015, 66.8% of capacity in 2014, 68.0% of capacity in 2013, 70.5% of capacity in 2012, 72% of capacity in 2011, and 78% of capacity in 2010. For 2018, 8.8% (45 of the 400) programs reported new enrollments reaching maximum annual enrollment capacity. Of these 45 programs, 21 offered the AAS degree, 13 offered the AS degree, and 11 offered the BS degree. The 47 programs were located in 19 different states.

The mean maximum annual enrollment capacity per program was 31 in 2018, 30 in 2017, 31 in 2016, 32 in 2015 and 2014, 31 in 2013 and 2012, and 32 in 2011 and 2010. The mean number of new enrollments per program was 20 in 2018, 18 in 2017, 19 in 2016, 20 in 2015, 21 in 2014 and 2013, 22 in 2012, 23 in 2011, 24 in 2010, and 24 in 2009. The median number of new enrollments per program was 17 in 2018, 16 in 2017, 17 in 2016, 18 in 2015, 25 in 2014, 18 in 2013, 19 in 2012 and 2011, 20 in 2010, and 19 in 2009. There was an 8.1% increase in new enrollments in 2018 compared to 2017 and a 23.6% decrease compared to 2009.



**Figure 9-Total New Entry into Practice RC Program and Satellite Enrollments and Maximum Annual Enrollment Capacities between 2009 and 2018**
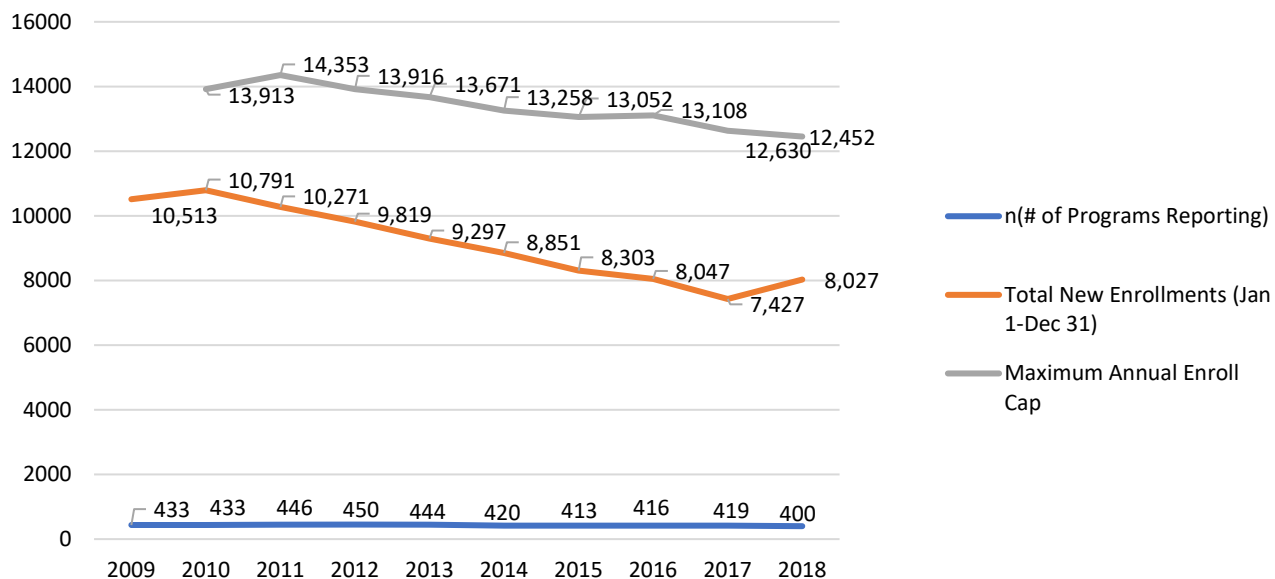
[1] The *maximum annual enrollment capacity* is defined as *the maximum number of new students that could be enrolled in a calendar year (defined as January 1 through December 31)*. This number is established by the CoARC based on information provided by the program and can only be increased upon approval of a request for a substantive change (see CoARC Policy 9.10).

Not included in **Figure 9** are the enrollment data for the 4 polysomnography certificate program options with reportable enrollment data. There were 14 new enrollments in 2018 which is a 36.4% decrease compared to 2017. The mean number of new enrollments per program option was 4 in 2019, 4 in 2017, 6 in 2016, 8 in 2015, 7 in 2014, 6 in 2013, 7 in 2012 and 2011, 5 in 2010, and 8 in 2009. The median number of new enrollments per program option was 3 in 2019, 5 in 2017, 10 in 2016, 6 in 2015, 5 in 2014, 4 in 2013, 5 in 2012, 3 in 2011, 3 in 2010, and 5 in 2009.

**New RC Enrollments by Degree Offered**

| Table 13 – New RC Enrollments by Degree Offered between 2014 and 2018 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Degree Offered** | **2018 Max Annual Enrollment Capacity** | | **2018 New Enrollments (N=400)** | | **2017 New Enrollments (N=419)** | | **2016 New Enrollments (N=416)** | | **2015 New Enrollments (N=413)** | | **2014 New Enrollments (N=420)** |
| | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean |
| Associate | **10,743** | 32 | **6,989** | 21 | **6,442** | 19 | **7,089** | 20 | **7,289** | 21 | **7,852** | 22 |
| Baccalaureate | **1,461** | 24 | **992** | 16 | **934** | 15 | **903** | 16 | **948** | 16 | **948** | 17 |
| Masters | **96** | 24 | **46** | 12 | **51** | 9 | **55** | 13 | **66** | 22 | **51** | 17 |

**Table 13** shows the new annual enrollments in respiratory care in relation to the degree offered. The 334 programs offering associate degrees accounted for 87% of the 8,027 new enrollments in 2018. This is an 8.5% increase compared to 2017 for this category and a 11% decrease compared to 2014. New enrollments in associate degree programs reached 65% of maximum capacity in 2018. The mean number of new enrollments per program for this category was 21 for 2018, 19 for 2017, 20 in 2016, 21 in 2015, and 22 in 2014.

The 62 programs offering baccalaureate degrees accounted for 12.4% of the total number of new enrollments in 2018. This is a 6.2% increase compared to 2017 for this category, and a 4.6% increase compared to 2014. New baccalaureate degree enrollments reached 68% of maximum capacity in 2018. The mean number of new enrollments per program for this category was 16 in 2018, 15 in 2017, 16 in 2016 and 2015, and 17 in 2014.

The 4 programs offering master's degrees accounted for 0.6% of the total number of new enrollments in 2018. This is a 9.8% decrease compared to 2017, and a 9.8% decrease compared to 2014. New enrollments in these programs reached 48% of maximum capacity in 2018. The mean number of new enrollments per program for this category was 12 in 2018, 9 in 2017, 13 in 2016, 22 in 2015, and 17 in 2014.

**New RC Enrollments by Institutional Type**

| Table14 – New RC Enrollments by Institutional Type between 2014 and 2018 | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Institutional Type** | **2018 Max Annual Enroll Capacity** | | **2018 New Enrollments (N=400)** | | **2017 New Enrollments (N=419)** | | **2016 New Enrollments (N=416)** | | **2015 New Enrollments (N=413)** | | **2014 New Enrollments (N=420)** | |
| | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean |
| Community or Junior College | **6,371** | 27 | **4,595** | 20 | **4,337** | 18 | **4,473** | 20 | **4,522** | 19 | **4,769** | 20 |
| Four-Year College or University | **2,507** | 27 | **1,610** | 18 | **1,461** | 15 | **1,667** | 17 | **1,846** | 19 | **1,888** | 21 |
| Technical or Vocational School | **2,583** | 49 | **1,312** | 25 | **1,197** | 23 | **1,380** | 23 | **1,425** | 23 | **1,797** | 26 |
| Academic HSC/ Medical Center | **173** | 22 | **94** | 12 | **101** | 11 | **98** | 12 | **134** | 12 | **148** | 13 |
| Career or Technical College | **438** | 44 | **279** | 28 | **195** | 20 | **272** | 27 | **210** | 26 | **91** | 18 |
| U.S. Military | **228** | 114 | **137** | 69 | **136** | 68 | **157** | 79 | **166** | 83 | **158** | 79 |

Table 14 shows the new enrollments in respiratory care programs in relation to institutional type for the years 2014-2018. The 235 programs offered in community or junior colleges is the largest category and accounted for 57.2% of the 8,027 new enrollments in 2018. This is a 5.9% increase in enrollments compared to 2017 and a 3.6% decrease compared to 2014. New enrollments reached 72% of maximum capacity in 2018. The mean number of new enrollments per program was 20 in 2018, 18 in 2017, 20 in 2016, 19 in 2015, and 20 in 2014.

The 92 programs offered in four-year colleges or universities accounted for 20.1% of the total number of new enrollments in 2018. This is a 10.2% increase compared to 2017 and a 14.7% decrease compared to 2014. New enrollments reached 64.2% of maximum capacity in 2018. The mean number of new enrollments per program was 18 in 2018, 15 in 2017, 17 in 2016, 19 in 2015, and 21 in 2014.

The 53 programs offered in technical or vocational schools accounted for 16.3% of the total number of new enrollments in 2018. This is a 9.6% increase compared to 2017 and a 27% decrease compared to 2014. New enrollments reached 50.8% of maximum capacity in 2018. The mean number of new enrollments per program was 25 in 2018, 23 in 2017/2016 and 2015, and 26 in 2014.

The 8 programs offered in academic HSC/medical centers accounted for 1.2% of the total number of new enrollments in 2018. This is a 6.9% decrease compared to 2017 and a 36.5% decrease compared to 2014. New enrollments reached 54.3% of maximum capacity in 2018. The mean number of new enrollments per program was 12 in 2018, 11 in 2017, 12 in 2016 and 2015, and 13 in 2014.

The 10 programs offered in career or technical colleges accounted for 3.5% of the total number of new enrollments in 2018. This is a 43.1% increase compared to 2017 and a 207% increase compared to 2014. New enrollments reached 63.7% of maximum capacity in 2018. The mean number of new enrollments per program was 28 in 2018, 20 in 2017, 27 in 2016, 26 in 2015, and 18 in 2014.

The 2 programs offered in the U.S. military accounted for 1.7% of the total number of new enrollments in 2018. This is a 0.7% increase compared to 2017, but a 13.3% decrease compared to 2014. New enrollments reached 60.1% of maximum capacity in 2018. The mean number of new enrollments per program was 69 in 2018, 68 in 2017, 79 in 2016, 83 in 2015, and 79 in 2014.

**New RC Enrollments by Institutional Control/Funding**

| Institutional Control/Funding | 2018 Max Annual Enroll Capacity | | 2018 New Enrollments (N=400) | | 2017 New Enrollments (N=419) | | 2016 New Enrollments (N=416) | | 2015 New Enrollments (N=413) | | 2014 New Enrollments (N=420) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Mean | Total | Mean | Total | Mean | Total | Mean | Total | Mean | Total | Mean |
| Public/Not-For-Profit | 8,074 | 25 | 5,656 | 18 | 5,341 | 16 | 5,715 | 18 | 5,924 | 18 | 6,150 | 18 |
| Private/For-Profit (Proprietary) | 2,510 | 60 | 1,490 | 35 | 1,259 | 31 | 1,506 | 30 | 1,467 | 29 | 1,984 | 37 |
| Private/Not-For-Profit | 1,491 | 39 | 744 | 20 | 691 | 14 | 669 | 16 | 746 | 21 | 559 | 18 |
| Federal Government | 228 | 114 | 137 | 69 | 136 | 68 | 157 | 79 | 166 | 83 | 158 | 79 |

**Table 15 – New RC Enrollments by Institutional Control/Funding between 2014 and 2018**

**Table 15** shows the new enrollments in respiratory care programs in relation to institutional control/funding for the years 2014-2018. The 318 programs controlled/funded by public/not-for-profit institutions is the largest category and accounted for 70.5% of the 8,027 new respiratory care enrollments in 2018. This is a 5.9% increase compared to 2017 and an 8% decrease compared to 2014. New enrollments were at 70.1% of maximum capacity in 2018 for programs in this category. The mean number of new enrollments per program was 18 in 2018, 16 in 2017, and 18 in 2016 through 2014.

The 42 programs controlled /funded by private/for-profit (proprietary) institutions accounted for 18.6% of the total number of new enrollments in 2018. This is an 18.3% increase compared to 2017 and a 24.9% decrease compared to 2014. New enrollments reached 59.4% of maximum capacity in 2018 for programs in this category. The mean number of new enrollments per program was 35 in 2018, 31 in 2017, 30 in 2016, 29 in 2015, and 37 in 2014.

The 38 programs controlled/funded by private/not-for-profit institutions accounted for 9.2% of the total number of new enrollments in 2018. This is a 7.7% increase compared to 2017, and a 33.1% increase compared to 2014. New enrollments reached 49.9% of maximum capacity in 2018 for programs in this category. The mean number of new enrollments per program was 20 in 2018, 14 in 2017, 16 in 2016, 21 in 2015, and 18 in 2014.

The 2 programs controlled/funded by the federal government accounted for 1.7% of the total number of new enrollments in 2018. This is a 0.7% increase compared to 2017, but a 13.4% decrease compared to 2014. New enrollments reached 60.1% of maximum capacity in 2018. The mean number of new enrollments per program was 69 in 2018, 68 for 2017, 79 in 2016, 83 in 2015, and 79 in 2014.

**New RC Enrollments by State (including D.C. and PR) and Degree**

        **Table 16** provides data on new enrollments in respiratory care programs for 2013-2018 by state and degree offered.  As expected, California had the largest (8.4% of total) enrollments of any state in 2018.

| State (# of programs reporting) | Degree | 2018 Maximum Annual Enroll Capacity | 2018 New Enrollments (N=400) | 2017 New Enrollments (N=430) | 2016 New Enrollments (N=416) | 2015 New Enrollments (N=413) | 2014 New Enrollments (N=420) | 2013 New Enrollments (N=444) |
|---|---|---|---|---|---|---|---|---|
| **AL (n=6)** | **Total** | **201** | **156** | **133** | **147** | **134** | **143** | **147** |
| 4 | Associate | 145 | 106 | 92 | 127 | 108 | 122 | 100 |
| 2 | Baccalaureate | 56 | 50 | 40 | 19 | 26 | 21 | 47 |
| 0 | Masters | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| **AR (n=6)** | **Total** | **124** | **74** | **69** | **100** | **90** | **117** | **134** |
| 5 | Associate | 100 | 64 | 64 | 90 | 74 | 100 | 118 |
| 1 | Baccalaureate | 24 | 10 | 5 | 10 | 16 | 17 | 16 |
| **AZ (n=5)** | **Total** | **353** | **207** | **165** | **176** | **194** | **229** | **189** |
| 5 | Associate | 353 | 207 | 165 | 176 | 194 | 229 | 189 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **CA (n=35)** | **Total** | **1,772** | **1,222** | **1,163** | **1,184** | **1,180** | **1,429** | **1,497** |
| 34 | Associate | 1,750 | 1,208 | 1,156 | 1169 | 1,174 | 1,420 | 1,488 |
| 1 | Baccalaureate | 22 | 14 | 7 | 15 | 6 | 9 | 9 |
| **CO (n=4)** | **Total** | **227** | **129** | **93** | **119** | **97** | **105** | **99** |
| 4 | Associate | 227 | 129 | 93 | 119 | 97 | 105 | 99 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **CT (n=5)** | **Total** | **118** | **77** | **72** | **75** | **85** | **90** | **76** |
| 4 | Associate | 100 | 67 | 65 | 62 | 67 | 76 | 59 |
| 1 | Baccalaureate | 18 | 10 | 7 | 13 | 18 | 14 | 17 |
| **DC (n=1)** | **Total** | **24** | **4** | **7** | **4** | **4** | **7** | **24** |
| 1 | Associate | 24 | 4 | 7 | 4 | 4 | 7 | 10 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **DE (n=2)** | **Total** | **35** | **17** | **19** | **25** | **25** | **25** | **24** |
| 2 | Associate | 35 | 17 | 19 | 25 | 25 | 25 | 24 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **FL (n=24)** | **Total** | **697** | **495** | **482** | **511** | **486** | **482** | **526** |
| 22 | Associate | 642 | 456 | 450 | 479 | 449 | 454 | 498 |
| 2 | Baccalaureate | 55 | 39 | 32 | 32 | 37 | 28 | 28 |
| **GA (n=15)** | **Total** | **379** | **241** | **188** | **260** | **260** | **276** | **260** |
| 10 | Associate | 222 | 142 | 103 | 248 | 177 | 179 | 167 |
| 4 | Baccalaureate | 137 | 89 | 72 | 65 | 78 | 86 | 83 |
| 1 | Masters | 20 | 10 | 13 | 12 | 5 | 11 | 10 |
| **HI (n=1)** | **Total** | **16** | **16** | **14** | **13** | **16** | **17** | **16** |
| 1 | Associate | 16 | 16 | 14 | 13 | 16 | 17 | 16 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| State (# of programs reporting) | Degree | 2018 Maximum Annual Enroll Capacity | 2018 New Enrollments (N=400) | 2017 New Enrollments (N=430) | 2016 New Enrollments (N=416) | 2015 New Enrollments (N=413) | 2014 New Enrollments (N=420) | 2013 New Enrollments (N=444) |
|---|---|---|---|---|---|---|---|---|
| IA (n=6) | Total | 123 | 62 | 47 | 71 | 80 | 84 | 87 |
| 6 | Associate | 123 | 62 | 47 | 71 | 80 | 84 | 87 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ID (n=3) | Total | 80 | 58 | 54 | 53 | 43 | 45 | 50 |
| 2 | Associate | 55 | 32 | 30 | 28 | 21 | 23 | 28 |
| 1 | Baccalaureate | 25 | 26 | 24 | 25 | 22 | 22 | 22 |
| IL (n=13) | Total | 383 | 241 | 220 | 234 | 248 | 263 | 279 |
| 12 | Associate | 359 | 234 | 211 | 223 | 232 | 238 | 255 |
| 0 | Baccalaureate | 0 | 0 | 0 | N/A | 3 | 3 | 5 |
| 1 | Masters | 24 | 7 | 9 | 11 | 13 | 22 | 19 |
| IN (n=10) | Total | 235 | 190 | 209 | 155 | 200 | 207 | 211 |
| 8 | Associate | 189 | 144 | 161 | 129 | 155 | 177 | 181 |
| 2 | Baccalaureate | 46 | 46 | 48 | 26 | 45 | 30 | 30 |
| KS (n=9) | Total | 192 | 132 | 101 | 118 | 104 | 122 | 132 |
| 8 | Associate | 168 | 110 | 90 | 100 | 98 | 101 | 123 |
| 1 | Baccalaureate | 24 | 22 | 11 | 16 | 6 | 21 | 9 |
| KY (n=13) | Total | 256 | 173 | 151 | 202 | 175 | 164 | 207 |
| 10 | Associate | 211 | 140 | 133 | 178 | 150 | 131 | 192 |
| 2 | Baccalaureate | 35 | 25 | 17 | 34 | 25 | 33 | 15 |
| 1 | Masters | 10 | 8 | 1 | NA | NA | NA | NA |
| LA (n=9) | Total | 183 | 98 | 104 | 115 | 112 | 106 | 122 |
| 6 | Associate | 116 | 76 | 78 | 83 | 78 | 87 | 106 |
| 3 | Baccalaureate | 67 | 22 | 26 | 32 | 34 | 19 | 16 |
| MA (n=5) | Total | 102 | 79 | 93 | 83 | 91 | 110 | 113 |
| 5 | Associate | 102 | 79 | 93 | 83 | 91 | 110 | 113 |
| .0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MD (n=6) | Total | 153 | 98 | 88 | 113 | 122 | 146 | 145 |
| 5 | Associate | 113 | 76 | 63 | 89 | 88 | 107 | 105 |
| 1 | Baccalaureate | 40 | 22 | 25 | 24 | 34 | 39 | 40 |
| ME (n=1) | Total | 20 | 17 | 16 | 15 | 32 | 30 | 33 |
| 1 | Associate | 20 | 17 | 16 | 15 | 32 | 30 | 33 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MI (n=11) | Total | 303 | 235 | 238 | 232 | 271 | 233 | 299 |
| 11 | Associate | 303 | 235 | 238 | 232 | 271 | 233 | 299 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MN (n=5) | Total | 123 | 89 | 79 | 74 | 87 | 101 | 90 |
| 3 | Associate | 83 | 58 | 52 | 46 | 64 | 68 | 57 |
| 2 | Baccalaureate | 40 | 31 | 27 | 28 | 23 | 33 | 33 |

| State (# of programs reporting) | Degree | 2018 Maximum Annual Enroll Capacity | 2018 New Enrollments (N=400) | 2017 New Enrollments (N=430) | 2016 New Enrollments (N=416) | 2015 New Enrollments (N=413) | 2014 New Enrollments (N=420) | 2013 New Enrollments (N=444) |
|---|---|---|---|---|---|---|---|---|
| MO (n=8) | Total | 267 | 145 | 100 | 96 | 141 | 160 | 160 |
| 6 | Associate | 243 | 126 | 78 | 86 | 120 | 145 | 149 |
| 2 | Baccalaureate | 24 | 19 | 22 | 10 | 21 | 15 | 11 |
| MS (n=9) | Total | 182 | 123 | 100 | 125 | 126 | 112 | 118 |
| 9 | Associate | 182 | 123 | 100 | 125 | 126 | 112 | 118 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MT (n=2) | Total | 31 | 17 | 21 | 18 | 17 | 22 | 25 |
| 2 | Associate | 31 | 17 | 21 | 18 | 17 | 22 | 25 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NC (n=14) | Total | 299 | 203 | 198 | 208 | 217 | 239 | 230 |
| 14 | Associate | 299 | 203 | 198 | 208 | 217 | 239 | 230 |
| 0 | Baccalaureate | 0 | 0 | 0 | N/A | 0 | 0 | 0 |
| ND (n=2) | Total | 24 | 24 | 16 | 24 | 20 | 18 | 23 |
| 0 | Associate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Baccalaureate | 24 | 24 | 14 | 23 | 20 | 18 | 21 |
| 0 | Masters | 0 | 0 | 2 | 1 | 0 | 0 | 2 |
| NE (n=4) | Total | 98 | 65 | 54 | 76 | 51 | 71 | 63 |
| 3 | Associate | 83 | 63 | 50 | 72 | 46 | 63 | 56 |
| 1 | Baccalaureate | 15 | 2 | 4 | 4 | 5 | 8 | 7 |
| NH (n=1) | Total | 16 | 9 | 11 | 11 | 10 | 16 | 10 |
| 1 | Associate | 16 | 9 | 11 | 11 | 10 | 16 | 10 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NJ (n=3) | Total | 130 | 84 | 76 | 115 | 124 | 119 | 136 |
| 3 | Associate | 130 | 84 | 76 | 94 | 112 | 108 | 119 |
| 0 | Baccalaureate | 0 | 0 | 0 | 21 | 12 | 11 | 17 |
| NM (n=6) | Total | 171 | 84 | 98 | 85 | 112 | 83 | 112 |
| 6 | Associate | 171 | 84 | 98 | 85 | 112 | 83 | 112 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NV (n=2) | Total | 162 | 78 | 87 | 82 | 89 | 94 | 104 |
| 2 | Associate | 162 | 78 | 87 | 82 | 89 | 94 | 104 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NY (n=13) | Total | 506 | 336 | 311 | 322 | 327 | 373 | 351 |
| 10 | Associate | 400 | 263 | 249 | 263 | 266 | 310 | 286 |
| 3 | Baccalaureate | 106 | 73 | 62 | 59 | 61 | 63 | 65 |
| OH (n=22) | Total | 583 | 358 | 351 | 366 | 348 | 388 | 435 |
| 15 | Associate | 427 | 265 | 263 | 285 | 273 | 295 | 358 |
| 7 | Baccalaureate | 156 | 93 | 88 | 81 | 75 | 93 | 77 |

| State (# of programs reporting) | Degree | 2018 Maximum Annual Enroll Capacity | 2018 New Enrollments (N=400) | 2017 New Enrollments (N=420) | 2016 New Enrollments (N=416) | 2015 New Enrollments (N=413) | 2014 New Enrollments (N=420) | 2013 New Enrollments (N=444) |
|---|---|---|---|---|---|---|---|---|
| OK (n=7) | Total | 169 | 122 | 89 | 101 | 71 | 102 | 98 |
| 7 | Associate | 169 | 122 | 89 | 101 | 71 | 102 | 98 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OR (n=3) | Total | 89 | 73 | 59 | 74 | 98 | 80 | 87 |
| 2 | Associate | 64 | 54 | 48 | 58 | 76 | 59 | 69 |
| 1 | Baccalaureate | 25 | 19 | 11 | 16 | 22 | 21 | 18 |
| PA (n=22) | Total | 528 | 326 | 262 | 310 | 371 | 434 | 423 |
| 15 | Associate | 416 | 236 | 175 | 223 | 289 | 347 | 328 |
| 7 | Baccalaureate | 112 | 90 | 87 | 87 | 82 | 87 | 95 |
| PR (n=1) | Total | 20 | 14 | 0 | 0 | 0 | 0 | 0 |
| 0 | Associate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | Baccalaureate | 20 | 14 | 0 | 0 | 0 | 0 | 0 |
| RI (n=2) | Total | 64 | 47 | 62 | 51 | 53 | 55 | 54 |
| 2 | Associate | 64 | 47 | 62 | 51 | 53 | 55 | 54 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SC (n=7) | Total | 161 | 110 | 107 | 119 | 114 | 108 | 128 |
| 7 | Associate | 161 | 110 | 107 | 119 | 114 | 108 | 128 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SD (n=2) | Total | 24 | 14 | 14 | 16 | 22 | 20 | 23 |
| 2 | Associate | 24 | 14 | 14 | 16 | 22 | 20 | 23 |
| 0 | Baccalaureate | 0 | 0 | 0 | | 0 | 0 | 0 |
| TN (n=10) | Total | 313 | 207 | 201 | 228 | 204 | 212 | 214 |
| 7 | Associate | 254 | 155 | 143 | 175 | 147 | 156 | 158 |
| 3 | Baccalaureate | 59 | 52 | 58 | 53 | 57 | 56 | 56 |
| TX (n=35) | Total | 1,225 | 763 | 829 | 846 | 838 | 843 | 924 |
| 29 | Associate | 1,042 | 644 | 681 | 704 | 684 | 732 | 799 |
| 5 | Baccalaureate | 141 | 98 | 123 | 112 | 106 | 93 | 125 |
| 1 | Masters | 42 | 21 | 25 | 30 | 48 | 18 | 0 |
| UT (n=7) | Total | 531 | 270 | 141 | 217 | 304 | 284 | 323 |
| 4 | Associate | 451 | 221 | 105 | 190 | 259 | 251 | 274 |
| 3 | Baccalaureate | 80 | 49 | 36 | 27 | 45 | 33 | 49 |
| VA (n=6) | Total | 193 | 126 | 128 | 134 | 170 | 164 | 173 |
| 5 | Associate | 155 | 114 | 101 | 109 | 136 | 121 | 131 |
| 1 | Baccalaureate | 38 | 12 | 27 | 25 | 34 | 43 | 42 |
| VT (n=1) | Total | 27 | 16 | 19 | 16 | 15 | 17 | 9 |
| 1 | Associate | 27 | 16 | 19 | 16 | 15 | 17 | 9 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| State (# of programs reporting) | Degree | 2018 Maximum Annual Enroll Capacity | 2018 New Enrollments (N=400) | 2017 New Enrollments (N=420) | 2016 New Enrollments (N=416) | 2015 New Enrollments (N=413) | 2014 New Enrollments (N=420) | 2013 New Enrollments (N=444) |
|---|---|---|---|---|---|---|---|---|
| WA (n=5) | Total | 152 | 108 | 104 | 106 | 120 | 93 | 117 |
| 3 | Associate | 100 | 77 | 69 | 91 | 101 | 78 | 90 |
| 2 | Baccalaureate | 52 | 31 | 35 | 15 | 19 | 15 | 27 |
| WI (n=7) | Total | 156 | 134 | 120 | 154 | 142 | 136 | 128 |
| 7 | Associate | 156 | 134 | 120 | 154 | 142 | 136 | 128 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| WV (n=3) | Total | 65 | 50 | 43 | 57 | 49 | 66 | 72 |
| 2 | Associate | 45 | 40 | 24 | 48 | 33 | 49 | 59 |
| 1 | Baccalaureate | 20 | 10 | 19 | 9 | 16 | 17 | 13 |
| WY (n=1) | Total | 15 | 11 | 14 | 15 | 15 | 11 | 11 |
| 1 | Associate | 15 | 11 | 14 | 15 | 15 | 11 | 11 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Total Graduates**

**Figure 10** provides the total number of graduates during the time period reported (i.e., January 1, 2009 through December 31, 2018). Graduation numbers includes both students that graduated on-time and students graduating after their expected graduation date. CoARC defines the graduation date as the date on which the degree was conferred by the program's educational sponsor, not the date on which the student fulfilled all program requirements.

There were 6,219 graduates in 2018. This is a 1.5% decrease compared to 2017 and a 13.8% decrease compared to the 2012. The mean number of graduates per program was 16 in 2018, 15 in 2017, 16 in 2016, 17 in 2015, 18 in 2014 and 2013 through 2010, and 16 in 2009. The median number of graduates per program was 14 in 2018, 13 in 2017, 14 in 2016, 14 in 2015, 15 in 2014, 14 in 2013, 15 in 2012, 14 in 2011, 13 in 2010, and 14 in 2009.



Figure 10- Total Entry into RC Programs and Satellite Graduates between 2009 and 2018
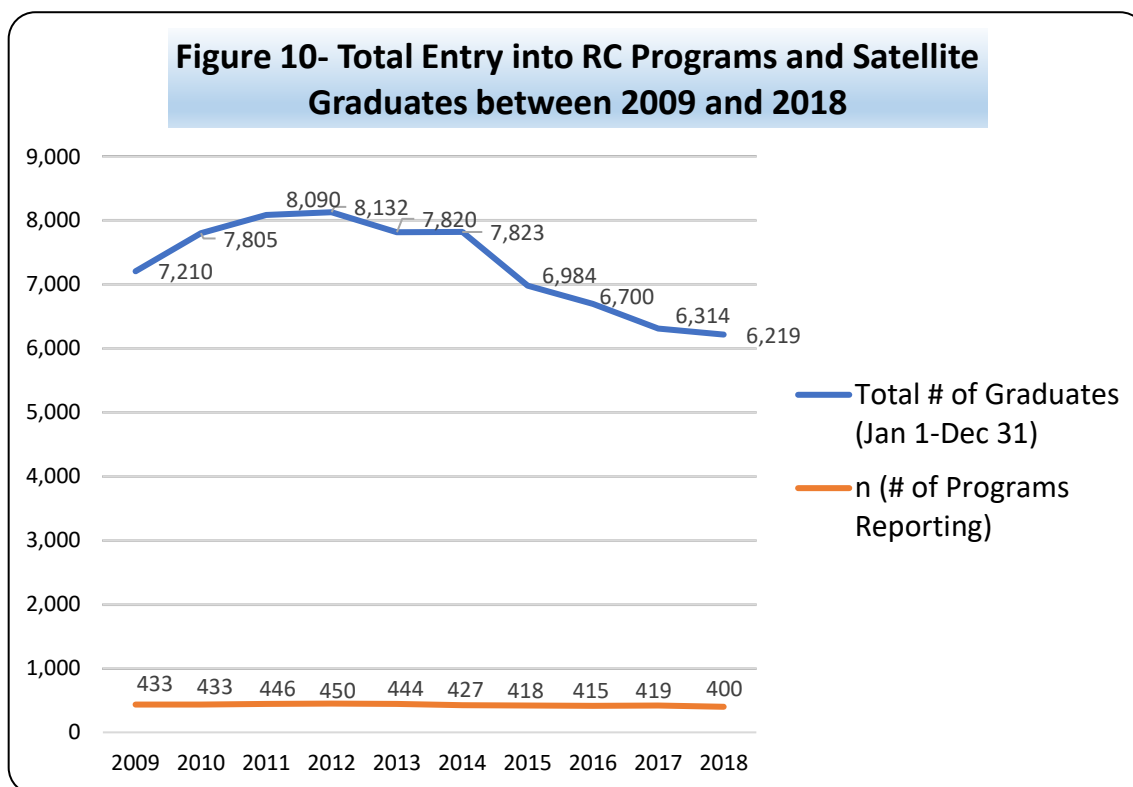
Not included in **Figure 10** are the graduate data for 4 polysomnography certificate program options reporting data.

**RC Graduates by Degree Offered**

| Table 17 – RC Graduates by Degree Offered between 2014 and 2018 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Degree Offered** | **2018 Graduates (N=400)** | | **2017 Graduates (N=419)** | | **2016 Graduates (N=415)** | | **2015 Graduates (N=418)** | | **2014 Graduates (N=427)** | |
| | **Total** | **Mean** | **Total** | **Mean** | **Total** | Mean | **Total** | Mean | **Total** | Mean |
| Associate | **5,396** | 16 | **5,457** | 16 | **5,839** | 17 | **6,123** | 17 | **6,912** | 19 |
| Baccalaureate | **768** | 13 | **792** | 12 | **815** | 15 | **818** | 14 | **866** | 15 |
| Masters | **55** | 11 | **65** | 11 | **46** | 15 | **43** | 11 | **45** | 5 |

     **Table 17** shows the number of respiratory care graduates in relation to the degree offered. There were 6,219 graduates in 2018. The 335 programs offering associate degrees is the largest category and accounted for 86.8% of the total number of graduates in 2018. This is a 1.1% decrease compared to 2017, and a 21.9% decreased compared to 2014. The mean number of graduates per program for this category was 16 in 2018, 16 in 2017, 17 in 2016 and 2015, and 19 in 2014.

     The 60 programs offering baccalaureate degrees accounted for 12.3% of the total number of graduates in 2018. This is a 3% decrease compared to 2017, and an 11.3% decrease in graduates for this category compared to 2014. The mean number of graduates per program for this category was 13 in 2018, 12 in 2017, 15 in 2016, 14 in 2015, and 15 in 2014.

     The 5 programs offering master's degrees accounted for 0.9% of the total number of graduates in 2018. This is a 15.4% decrease compared to 2017, and a 22% increase in graduates for this category compared to 2014. The mean number of graduates per program for this category was 11 in 2018, 11 for 2017, 15 in 2016, 11 in 2015 and 5 in 2014.

**RC Graduates by Institutional Type**

| Table 18 –RC Graduates by Institutional Type between 2014 and 2018 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Institutional Type** | **2018 Graduates (N=400)** | | **2017 Graduates (N=419)** | | **2016 Graduates (N=415)** | | **2015 Graduates (N=418)** | | **2014 Graduates (N=427)** | |
| | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean |
| Community or Junior College | **3,532** | 15 | **3,508** | 14 | **3,486** | 15 | **3,701** | 15 | **3,944** | 16 |
| Four-Year College or University | **1,254** | 13 | **1,354** | 13 | **1,513** | 16 | **1,487** | 16 | **1,802** | 19 |
| Technical or Vocational School | **1,034** | 20 | **1,041** | 19 | **1,226** | 21 | **1,338** | 22 | **1,699** | 24 |
| Academic HSC/Medical Center | **79** | 10 | **96** | 11 | **102** | 13 | **116** | 10 | **184** | 14 |
| Career or Technical College | **195** | 20 | **144** | 14 | **205** | 20 | **192** | 21 | **101** | 20 |
| U.S. Military | **125** | 63 | **171** | 85 | **168** | 84 | **150** | 75 | **93** | 47 |

**Table 18** shows the number of respiratory care graduates in relation to institutional type. The 233 programs offered in community or junior colleges is the largest category and accounted for 56.8% of the total number of respiratory care graduates in 2018. This is a 0.7% increase compared to 2017 and a 10.4% decrease compared to 2014. The mean number of graduates per program for this category was 15 in 2018, 14 in 2017, 15 in 2016 and 2015, and 16 in 2014.

The 94 programs offered in four-year colleges or universities accounted for 20.1% of the total number of graduates in 2018. This is a 7.4% decrease compared to 2017, and a 30.4% decrease compared to 2014. The mean number of graduates per program was 13 in 2018, 13 in 2017, 16 in 2016 and 2015, and 19 in 2014.

The 53 programs offered in technical or vocational schools accounted for 16.7% of the total number of graduates in 2018. This is a 0.7% decrease compared to 2017 and a 39.1% decrease compared to 2014. The mean number of graduates per program was 20 in 2018, 19 in 2017, 21 in 2016, 22 in 2015, and 24 in 2014.

The 8 programs offered in academic HSC/Medical Centers accounted for 1.3% of the total number of graduates in 2018. This is a 17.7% decrease compared to 2017, and a 57.1% decrease compared to 2014. The mean number of graduates per program was 10 in 2018, 11 in 2017, 13 in 2016, 10 in 2015, and 14 in 2014.

The 10 programs offered in career or technical colleges accounted for 3.1% of the total number of graduates in 2018. This is a 35.4% increase compared to 2017 and a 93.1% increase compared to 2014. The mean number of graduates per program was 20 in 2018, 14 in 2017, 20 in 2016, 21 in 2015, and 20 in 2014.

The 2 programs offered in the U.S. military accounted for 2% of the total number of graduates in 2018. This is a 26.9% decrease compared to 2017 and a 34.4% increase compared to 2014. The mean number of graduates per program was 63 in 2018, 85 for 2017, 84 in 2016, 75 in 2015, and 47 in 2014.

## RC Graduates by Institutional Control/Funding

| Table 19 –RC Graduates by Institutional Control/Funding between 2014 and 2018 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Institutional Control/Funding** | **2018 Graduates (N=400)** | | **2017 Graduates (N=419)** | | **2016 Graduates (N=415)** | | **2015 Graduates (N=418)** | | **2014 Graduates (N=427)** | |
| | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean | **Total** | Mean |
| Public/Not-For-Profit | **4,471** | 14 | **4,416** | 13 | **4,598** | 14 | **4,814** | 14 | **5,223** | 15 |
| Private/For-Profit (Proprietary) | **1,063** | 25 | **1,035** | 24 | **1,283** | 25 | **1,436** | 29 | **2,001** | 37 |
| Private/Not-For-Profit | **560** | 14 | **692** | 13 | **651** | 17 | **584** | 17 | **506** | 16 |
| Federal Government | **125** | 63 | **171** | 86 | **168** | 84 | **150** | 75 | **93** | 47 |

**Table 19** shows the number respiratory care graduates in relation to institutional control/funding. The 315 programs controlled/ funded by public/not-for-profit institutions is the largest category and accounted for 71.9% of the total number of respiratory care graduates in 2018. This is a 1.2% increase compared to 2017 and a 14.4% decrease compared to 2014. The mean number of graduates per program was 14 in 2018, 13 in 2017, 14 in 2016 and 2015, and 15 in 2014.

The 43 programs controlled/funded by private/for-profit (proprietary) institutions accounted for 17.1% of the total number of respiratory care graduates in 2018. This is a 2.7% increase compared to 2017 and a 46.9% decrease compared to 2014. The mean number of graduates per program was 25 in 2018, 24 in 2017, 25 in 2016, 29 in 2015, and 37 in 2014.

The 40 programs controlled/funded by private/not-for-profit institutions accounted for 9% of the total number of respiratory care graduates in 2018. This is a 19.1% decrease compared to 2017, but a 10.7% increase compared to 2014. The mean number of graduates per program was 14 in 2018, 13 for 2017, 17 in 2016 and 2015, and 16 in 2014.

The 2 programs offered in the U.S. military accounted for 2% of the total number of graduates in 2018. This is a 26.9% decrease increase compared to 2017 and a 34.4% increase compared to 2014. The mean number of graduates per program was 63 in 2018, 86 in 2017, 84 in 2016, 75 in 2015, and 47 in 2014.

**RC Graduates by State (including D.C. and PR) and Degree**

**Table 20** provides data on respiratory care graduates for 2013-2018 by state and degree offered. California and Texas graduated the largest number of graduates (8.3%) in 2018.

**Table 20 –RC Graduates by State (including D.C. and PR) and Degree between 2013 and 2018**

| State (# of programs reporting) | Degree | 2018 Graduates (N=400) | 2017 Graduates (N= 425) | 2016 Graduates (N= 415) | 2015 Graduates (N=418) | 2014 Graduates (N=427) | 2013 Graduates (N=444) |
|---|---|---|---|---|---|---|---|
| **AL (n=5)** | **Total** | **86** | **67** | **83** | **97** | **107** | **129** |
| 3 | Associate | 71 | 49 | 68 | 74 | 53 | 87 |
| 1 | Baccalaureate | 14 | 18 | 15 | 23 | 54 | 42 |
| 1 | Masters | 1 | 0 | N/A | N/A | N/A | N/A |
| **AR (n=7)** | **Total** | **59** | **53** | **64** | **83** | **113** | **89** |
| 6 | Associate | 50 | 43 | 58 | 71 | 93 | 77 |
| 1 | Baccalaureate | 9 | 10 | 6 | 12 | 20 | 12 |
| **AZ (n=5)** | **Total** | **163** | **185** | **150** | **156** | **201** | **199** |
| 5 | Associate | 163 | 185 | 150 | 156 | 201 | 199 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **CA (n=35)** | **Total** | **907** | **933** | **1,043** | **1,138** | **1,424** | **1,395** |
| 34 | Associate | 895 | 929 | 1,035 | 1,129 | 1,405 | 1,382 |
| 1 | Baccalaureate | 12 | 4 | 8 | 9 | 19 | 13 |
| **CO (n=4)** | **Total** | **107** | **79** | **82** | **89** | **92** | **81** |
| 4 | Associate | 107 | 79 | 82 | 89 | 92 | 81 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **CT (n=5)** | **Total** | **61** | **63** | **68** | **50** | **70** | **79** |
| 4 | Associate | 51 | 55 | 50 | 40 | 56 | 68 |
| 1 | Baccalaureate | 10 | 8 | 18 | 10 | 14 | 11 |
| **DC (n=1)** | **Total** | **3** | **4** | **7** | **8** | **12** | **5** |
| 1 | Associate | 3 | 4 | 7 | 8 | 12 | 5 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **DE (n=2)** | **Total** | **20** | **17** | **16** | **17** | **23** | **23** |
| 2 | Associate | 20 | 17 | 16 | 17 | 23 | 23 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **FL (n=25)** | **Total** | **374** | **397** | **379** | **434** | **421** | **421** |
| 23 | Associate | 352 | 373 | 361 | 409 | 400 | 400 |
| 2 | Baccalaureate | 22 | 24 | 18 | 25 | 21 | 21 |
| **GA (n=14)** | **Total** | **210** | **181** | **220** | **231** | **228** | **213** |
| 9 | Associate | 125 | 116 | 145 | 159 | 153 | 143 |
| 4 | Baccalaureate | 73 | 60 | 65 | 67 | 71 | 70 |
| 1 | Masters | 12 | 5 | 10 | 5 | 4 | N/A |

| State (# of programs reporting) | Degree | 2018 Graduates (N=400) | 2017 Graduates (N=430) | 2016 Graduates (N=415) | 2015 Graduates (N=418) | 2014 Graduates (N=427) | 2013 Graduates (N=444) |
|---|---|---|---|---|---|---|---|
| HI (n=1) | Total | 16 | 13 | 15 | 13 | 11 | 13 |
| 1 | Associate | 16 | 13 | 15 | 13 | 11 | 13 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| IA (n=6) | Total | 55 | 39 | 67 | 67 | 68 | 69 |
| 6 | Associate | 55 | 39 | 67 | 67 | 68 | 69 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| ID (n=3) | Total | 33 | 37 | 40 | 29 | 50 | 35 |
| 2 | Associate | 16 | 20 | 18 | 6 | 34 | 19 |
| 1 | Baccalaureate | 17 | 17 | 22 | 23 | 16 | 16 |
| IL (n=13) | Total | 175 | 213 | 202 | 217 | 252 | 230 |
| 12 | Associate | 162 | 198 | 179 | 197 | 226 | 209 |
| 0 | Baccalaureate | 0 | 2 | 4 | 4 | 2 | 21 |
| 1 | Masters | 13 | 13 | 19 | 16 | 24 | N/A |
| IN (n=10) | Total | 120 | 153 | 157 | 164 | 176 | 175 |
| 8 | Associate | 99 | 116 | 117 | 122 | 153 | 152 |
| 2 | Baccalaureate | 21 | 37 | 40 | 42 | 23 | 23 |
| KS (n=9) | Total | 110 | 62 | 94 | 100 | 105 | 118 |
| 8 | Associate | 94 | 56 | 73 | 92 | 87 | 102 |
| 1 | Baccalaureate | 16 | 6 | 21 | 8 | 18 | 16 |
| KY (n=13) | Total | 147 | 146 | 87 | 165 | 147 | 179 |
| 11 | Associate | 126 | 124 | 78 | 140 | 118 | 167 |
| 2 | Baccalaureate | 21 | 22 | 9 | 25 | 29 | 12 |
| 0 | Masters | 0 | 0 | N/A | N/A | N/A | N/A |
| LA (n=9) | Total | 80 | 90 | 96 | 96 | 103 | 95 |
| 6 | Associate | 61 | 64 | 61 | 74 | 83 | 77 |
| 3 | Baccalaureate | 19 | 26 | 31 | 22 | 20 | 18 |
| MA (n=6) | Total | 85 | 73 | 67 | 69 | 73 | 84 |
| 6 | Associate | 85 | 73 | 67 | 69 | 73 | 84 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| MD (n=6) | Total | 96 | 99 | 116 | 121 | 128 | 122 |
| 5 | Associate | 69 | 70 | 81 | 85 | 90 | 91 |
| 1 | Baccalaureate | 27 | 29 | 35 | 36 | 38 | 31 |
| ME (n=2) | Total | 13 | 26 | 24 | 26 | 22 | 21 |
| 2 | Associate | 13 | 26 | 24 | 26 | 22 | 21 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| MI (n=11) | Total | 171 | 230 | 171 | 184 | 202 | 204 |
| 11 | Associate | 171 | 230 | 171 | 184 | 202 | 204 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |

| State (# of programs reporting) | Degree | 2018 Graduates (N=400) | 2017 Graduates (N=430) | 2016 Graduates (N=415) | 2015 Graduates (N=418) | 2014 Graduates (N=427) | 2013 Graduates (N=444) |
|---|---|---|---|---|---|---|---|
| **MN (n=5)** | **Total** | **64** | **65** | **69** | **64** | **75** | **77** |
| 3 | Associate | 42 | 44 | 47 | 38 | 50 | 52 |
| 2 | Baccalaureate | 22 | 21 | 22 | 26 | 25 | 25 |
| **MO (n=8)** | **Total** | **106** | **112** | **111** | **129** | **121** | **156** |
| 6 | Associate | 98 | 92 | 96 | 118 | 110 | 146 |
| 2 | Baccalaureate | 8 | 20 | 15 | 11 | 11 | 10 |
| **MS (n=8)** | **Total** | **97** | **89** | **93** | **81** | **104** | **106** |
| 8 | Associate | 97 | 89 | 93 | 81 | 104 | 106 |
| 0 | Baccalaureate | 0 | | 0 | 0 | 0 | 0 |
| **MT (n=2)** | **Total** | **16** | **14** | **16** | **16** | **21** | **18** |
| 2 | Associate | 16 | 14 | 16 | 16 | 21 | 18 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **NC (n=14)** | **Total** | **164** | **140** | **167** | **158** | **179** | **162** |
| 14 | Associate | 164 | 140 | 167 | 158 | 179 | 162 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **ND (n=3)** | **Total** | **19** | **22** | **16** | **21** | **24** | **18** |
| 0 | Associate | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Baccalaureate | 18 | 2 | 16 | 19 | 24 | 16 |
| 1 | Masters | 1 | 1 | 0 | 2 | 0 | 2 |
| **NE (n=4)** | **Total** | **43** | **44** | **57** | **51** | **48** | **58** |
| 3 | Associate | 39 | 42 | 53 | 48 | 43 | 53 |
| 1 | Baccalaureate | 4 | 2 | 4 | 3 | 5 | 5 |
| **NH (n=1)** | **Total** | **11** | **12** | **12** | **7** | **5** | **11** |
| 1 | Associate | 11 | 12 | 12 | 7 | 5 | 11 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **NJ (n=3)** | **Total** | **67** | **61** | **98** | **100** | **114** | **131** |
| 3 | Associate | 67 | 61 | 85 | 92 | 101 | 115 |
| 0 | Baccalaureate | 0 | 0 | 13 | 8 | 13 | 16 |
| **NM (n=6)** | **Total** | **75** | **109** | **64** | **86** | **64** | **111** |
| 6 | Associate | 75 | 109 | 64 | 86 | 64 | 111 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **NV (n=3)** | **Total** | **79** | **37** | **71** | **89** | **61** | **79** |
| 3 | Associate | 79 | 37 | 71 | 89 | 61 | 79 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| **NY (n=13)** | **Total** | **230** | **222** | **254** | **243** | **256** | **231** |
| 10 | Associate | 178 | 164 | 194 | 187 | 192 | 180 |
| 3 | Baccalaureate | 52 | 58 | 60 | 56 | 64 | 51 |

| State (# of programs reporting) | Degree | 2018 Graduates (N=400) | 2017 Graduates (N=430) | 2016 Graduates (N=415) | 2015 Graduates (N=418) | 2014 Graduates (N=427) | 2013 Graduates (N=444) |
|---|---|---|---|---|---|---|---|
| OH (n=22) | Total | 282 | 279 | 286 | 315 | 414 | 377 |
| 15 | Associate | 195 | 207 | 200 | 235 | 321 | 303 |
| 7 | Baccalaureate | 87 | 72 | 86 | 80 | 93 | 74 |
| OK (n=6) | Total | 110 | 82 | 83 | 87 | 104 | 108 |
| 6 | Associate | 110 | 82 | 83 | 87 | 104 | 108 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| OR (n=3) | Total | 61 | 73 | 68 | 85 | 103 | 83 |
| 2 | Associate | 46 | 51 | 53 | 71 | 90 | 69 |
| 1 | Baccalaureate | 15 | 22 | 15 | 14 | 13 | 14 |
| PA (n=22) | Total | 238 | 236 | 324 | 321 | 310 | 316 |
| 17 | Associate | 173 | 181 | 258 | 258 | 251 | 259 |
| 5 | Baccalaureate | 65 | 55 | 66 | 63 | 59 | 57 |
| PR (n=1) | Total | 3 | 0 | N/A | N/A | N/A | N/A |
| 0 | Associate | 0 | N/A | N/A | N/A | N/A | N/A |
| 1 | Baccalaureate | 3 | 0 | N/A | N/A | N/A | N/A |
| RI (n=2) | Total | 42 | 32 | 44 | 43 | 37 | 32 |
| 2 | Associate | 42 | 32 | 44 | 43 | 37 | 32 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| SC (n=6) | Total | 79 | 66 | 85 | 87 | 81 | 78 |
| 6 | Associate | 79 | 66 | 85 | 87 | 81 | 78 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| SD (n=2) | Total | 11 | 12 | 19 | 17 | 17 | 15 |
| 2 | Associate | 11 | 12 | 19 | 17 | 17 | 15 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| TN (n=9) | Total | 150 | 163 | 183 | 163 | 180 | 186 |
| 6 | Associate | 99 | 115 | 137 | 115 | 135 | 134 |
| 3 | Baccalaureate | 51 | 48 | 46 | 48 | 45 | 52 |
| TX (n=35) | Total | 660 | 716 | 691 | 714 | 662 | 681 |
| 29 | Associate | 542 | 567 | 591 | 599 | 583 | 596 |
| 5 | Baccalaureate | 90 | 102 | 83 | 95 | 62 | 85 |
| 1 | Masters | 28 | 47 | 17 | 20 | 17 | 0 |
| UT (n=6) | Total | 183 | 196 | 253 | 185 | 403 | 383 |
| 3 | Associate | 148 | 161 | 221 | 154 | 356 | 357 |
| 3 | Baccalaureate | 35 | 35 | 32 | 31 | 47 | 26 |
| VA (n=6) | Total | 91 | 8 | 113 | 127 | 130 | 124 |
| 5 | Associate | 78 | 104 | 77 | 97 | 94 | 93 |
| 1 | Baccalaureate | 13 | 28 | 36 | 30 | 36 | 31 |
| VT (n=1) | Total | 13 | 9 | 11 | 6 | 13 | 14 |
| 1 | Associate | 13 | 9 | 11 | 6 | 13 | 14 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |

| WA (n=5) | Total | 73 | 95 | 92 | 84 | 89 | 102 |
|---|---|---|---|---|---|---|---|
| 3 | Associate | 43 | 64 | 77 | 62 | 73 | 83 |
| 2 | Baccalaureate | 30 | 32 | 15 | 22 | 16 | 19 |
| WI (n=7) | Total | 107 | 102 | 121 | 103 | 97 | 106 |
| 7 | Associate | 107 | 102 | 121 | 103 | 97 | 106 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |
| WV (n=4) | Total | 43 | 23 | 48 | 43 | 72 | 67 |
| 2 | Associate | 29 | 11 | 34 | 28 | 64 | 53 |
| 2 | Baccalaureate | 14 | 12 | 14 | 15 | 8 | 14 |
| WY (n=1) | Total | 11 | 11 | 7 | 5 | 11 | 11 |
| 1 | Associate | 11 | 11 | 7 | 5 | 11 | 11 |
| 0 | Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 |

**Programmatic Retention**

Programmatic enrollment, as defined by the CoARC, begins when the respiratory student enrolls in the first core respiratory care course; i.e. a course available only to students matriculated in the respiratory care program. This date may be different than the enrollment or matriculation date determined by the institution. However, it is this date, as defined by the CoARC that must be used when calculating programmatic retention, on-time graduation rates and maximum annual enrollment. *Academic attrition* is due to failure to attain grades or acquire other programmatic competencies (e.g. ethics, professionalism, behavioral), or for violation of an academic policy that results in a student's expulsion from the program. *Non-Academic* attrition is due to reasons other than those defined as academic -financial hardship, medical, family, deployment, changing course of study, relocation, etc.

Beginning January 1, 2017, the CoARC Board stopped using the term "programmatic attrition" and began using the term "programmatic retention." CoARC defines programmatic retention as the number of students formally enrolled* in a respiratory care program during a three-year reporting period who graduated from the program after completing all programmatic and graduation requirements, calculated as a percentage of the total number of students initially enrolled in that class. The total number of students enrolled includes those who successfully completed the program as well as students who left 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.

Students <u>are not included in the retention definition who</u>:

1. leave the program by the last day they are eligible for 100% tuition reimbursement within the first term of fundamental respiratory care core coursework**;
2. are in good academic standing who leave the program 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;
3. are admitted to another educational program (same or different educational institution) prior to the scheduled graduation date of their RT class.

2019 RCS data on programmatic retention (**Table 21**) show a total of 412 programs reporting programmatic retention rates. The mean retention rate for the 2019 RCS was 91% with the highest rate of 100.0% (n=14) and the lowest rate of 58% (n=1). Six programs (1.5% of total) reported retention rates below the CoARC-established threshold of 70%. As per CoARC Standard 3.11, these programs began a dialogue with the CoARC to develop an appropriate plan of action (i.e., a progress report) for program improvement.

Not included in **Table 21** are the retention data for the 4 polysomnography program options in the 2019 RCS. For the 2017 RCS, the retention rate was 100% for all programs. For the 2016 RCS, the mean attrition rate was 5.5% (3.6% for the 2015 RCS, 5.2% for the 2014 RCS and 8.5% for the 2013 RCS) with the highest rate of 25.0% and the lowest rate of 0%. No program options reported retention rates below the CoARC-established threshold of 70% for the 2017 RCS.

| Table 21 – RC Programmatic Retention for 2013 RCS through 2019 RCS | | | | | |
|---|---|---|---|---|---|
| **Reporting Years (# of programs submitting)** | **Mean (SD)** | **Maximum Value** | **Minimum Value** | **CoARC Threshold** | **# of Programs Above/Below Threshold** |
| 2013 RCS Data from 1/1/10 to 12/31/12 (N=442) | 19.1% (10.9) | 50.9% | 0% | 40% | **14** |
| 2014 RCS Data from 1/1/11 to 12/31/13 (N=436) | 19.1% (11.4) | 62.5% | 0% | 40% | **12** |
| 2015 RCS Data from 1/1/12 to 12/31/14 (N=437) | 18.9% (10.9) | 71.4% | 0% | 40% | **9** |
| 2016 RCS Data from 1/1/13 to 12/31/15 (N=438) | 18.5% (11.3) | 75.0% | 0% | 40% | **11** |
| 2017 RCS Data from 1/1/14 to 12/31/16 (N=420) | 91.0% (.07) | 100% | 58.5% | 70% | **4** |
| 2018 RCS Data from 1/1/14 to 12/31/17 (N=419) | 87.5% (16.9) | 100% | 60% | 70% | **20** |
| 2019 RCS Data from 1/1/16 to 12/31/18 (N=412) | 91.0% (8) | 100% | 58% | 70% | **6** |

**Retention by Degree Offered, Institutional Type, and Institutional Control/Funding**

| Table 22 – RC Programmatic Retention by Degree Offered for 2016 RCS through 2019 RCS | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2019 RCS** | | **2018 RCS** | | **2017 RCS** | | **2016 RCS** |
| **Degree Offered (N=412)** | Mean Retention (# of programs below CoARC threshold | **Degree Offered (N=419)** | Mean Retention (# of programs below CoARC threshold | **Degree Offered (N=420)** | Mean Retention (# of programs below CoARC threshold | **Degree Offered (N=420)** | Mean Attrition (# of programs above CoARC threshold) |
| Associate (n=342) | **91%** **(5)** | Associate (n=349) | 87% **(17)** | Associate (n=354) | 90.5% **(4)** | Associate (n=370) | 19.9% **(10)** |
| Baccalaureate (n=64) | **91%** **(1)** | Baccalaureate (n=64) | 89.2% **(3)** | Baccalaureate (n=61) | 93.0% | Baccalaureate (n=64) | 11.5% **(1)** |
| Masters (n=6) | 98% | Masters (n=6) | 98% | Masters (n=5) | 98.7% | Masters (n=4) | 5.6% |

**Table 22** compares programmatic retention data in relation to the degree offered for the 2016 through 2019 RCS. For the 2019 RCS, programs offering the associate and baccalaureate degrees both had mean retention rates of (91%) while programs offering the master's degree were at (98%).

For the 2019 RCS, 5 of the 6 programs below the CoARC threshold of 70% offered the Associate degree and the other program offered the baccalaureate degree. For the 2019 RCS, 4 of the 6 programs below the CoARC threshold of 70% offered the AAS degree, one offered the AS, and the other one offered the BS degree.

| Table 23 – RC Programmatic Retention by Institutional Type for 2016 through 2019 RCS | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2019 RCS** | | **2018 RCS** | | **2017 RCS** | | **2016 RCS** |
| **Institutional Type (N=412)** | Mean Retention (# of programs below CoARC threshold) | **Institutional Type (N=419)** | Mean Retention (# of programs below CoARC threshold) | **Institutional Type (N=420)** | Mean Retention (# of programs below CoARC threshold) | **Institutional Type (N=438)** | Mean Attrition (# of programs above CoARC threshold) |
| Four-Year College or University (n=99) | 91% **(2)** | Four-Year College or University (n=101) | 90% **(4)** | Four-Year College or University (n=101) | 13.2% | Four-Year College or University (n=96) | 13.7% |
| Career or Technical College (n=10) | 90% | Career or Technical College (n=10) | 86% | Career or Technical College (n=9) | 19.8% | Career or Technical College (n=5) | 17.6% |
| Community or Junior College (n=239) | 91% **(2)** | Community or Junior College (n=244) | 86% **(12)** | Community or Junior College (n=248) | 20.3% **(8)** | Community or Junior College (n=251) | 20.9% **(7)** |
| Academic HSC/Medical Center (n=8) | 91% | Academic HSC/Medical Center (n=9) | 87% **(1)** | Academic HSC/Medical Center (n=14) | 15.6% **(1)** | Academic HSC/Medical Center (n=13) | 17.5% **(1)** |
| Technical or Vocational School (n=54) | 90% **(2)** | Technical or Vocational School (n=53) | 89% **(3)** | Technical or Vocational School (n=64) | 20.4% **(2)** | Technical or Vocational School (n=70) | 20.7% **(1)** |
| U.S. Military (n=2) | 87% | U.S. Military (n=2) | 89% | U.S. Military (n=2) | 18.3% | U.S. Military (n=2) | 18.9% |

**Table 23** compares programmatic retention data in relation to institutional type for the 2016 RCS, through the 2019 RCS. For the 2019 RCS, programs located in Four-Year Colleges or Universities, Community or Junior College, and Academic HSC/Medical Center all three tied for the highest retention rate (90%) followed by Technical or Vocational Schools/Career or Technical College both having (90%).The U.S. Military had the lowest mean retention rate of (87%).

For the 2019 RCS, 2 of the 6 programs below the CoARC threshold of 70% were located at a Four-Year College or University. Two programs were located a Community or Junior College. Two programs were located at the Technical or Vocational School.

| Table 24 – RC Programmatic Retention by Institutional Control for 2016 RC through 2019 RCS | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Institutional Control (N=412)** | **2019 RCS** Mean Retention **(# of programs below CoARC threshold)** | **Institutional Control (N=419)** | **2018 RCS** Mean Retention **(# of programs below CoARC threshold)** | **Institutional Control (N=420)** | **2017 RCS** Mean Retention **(# of programs below CoARC threshold)** | **Institutional Control (N=438)** | **2016 RCS** Mean Attrition **(# of programs above CoARC threshold)** |
| Public/Not-For-Profit (n=325) | **91%** **(5)** | Public/Not-For-Profit (n=325) | 87% **(17)** | Public/Not-For-Profit (n=327) | 90.6% **(4)** | Public/Not-For-Profit (n=346) | 18.7% **(9)** |
| Private/For-Profit (Proprietary) (n=43) | **92%** | Private/For-Profit (Proprietary) (n=41) | 91% | Private/For-Profit (Proprietary) (n=49) | 92.1% | Private/For-Profit (Proprietary) (n=51) | 18.9% **(1)** |
| Private/Not-For-Profit (n=42) | **91%** **(1)** | Private/Not-For-Profit (n=51) | 89% **(3)** | Private/Not-For-Profit (n=42) | 92.5% | Private/Not-For-Profit (n=39) | 16.1% **(1)** |
| Federal Government (n=2) | **87%** | Federal Government (n=2) | 89% | Federal Government (n=2) | 89.4% | Federal Government (n=2) | 18.3% |

**Table 24** compares programmatic retention data in relation to institutional control/funding for the 2016 through the 2019 RCS. For the 2019 RCS, programs controlled/funded by the private/for-profit (proprietary) sector had the highest mean retention rate, at 92%. Programs of federal government had the lowest mean retention rate at 87%.

For the 2019 RCS, 5 of the 6 programs below the CoARC threshold of 70% were controlled/funded by Public/Not-For-Profit institutions; the remaining programs was funded by the private/not-for-profit sector.

**Job Placement**

Prior to November 1, 2015, job placement was defined by the CoARC as *"a graduate who, within the 3-year reporting period, is employed utilizing skills within the scope of practice of the respiratory care profession (i.e. full- or part-time, or per diem)."* In 2015, the CoARC eliminated the threshold. Data submitted with the 2015 RCS and prior reporting years reflect the previous job placement calculation.[2]

| Table 25 – RC Job Placement for 2013 RCS through 2019 RCS | | | | | |
|---|---|---|---|---|---|
| **Reporting Years (# of programs submitting)** | **Mean (SD)** | **Maximum Value** | **Minimum Value** | **CoARC Threshold** | **# of Programs Below Threshold** |
| 2013 RCS Data from 1/1/10 to 12/31/12 (N=422) | 85.3% (11.7) | 100% | 13.8% | 70% | **41** |
| 2014 RCS Data from 1/1/11 to 12/31/13 (N=424) | 84.6% (11.7) | 100% | 20.0% | 70% | **39** |
| 2015 RCS Data from 1/1/12 to 12/31/14 (N=434) | 85.5% (10.4) | 100% | 50.0% | N/A | **N/A** |
| 2016 RCS Data from 1/1/13 to 12/31/15 (N=433) | 84.3% (12.7) | 100% | 28.6% | N/A | **N/A** |
| 2017 RCS Data from 1/1/14 to 12/31/16 (N=421) | 86.0% (11.8) | 100% | 38.7% | N/A | **N/A** |
| 2018 RCS Data from 1/1/15 to 12/31/17 (N=419) | 84.8% (22) | 100% | 0% | N/A | **N/A** |
| 2019 RCS Data from 1/1/16 to 12/31/18 (N=400) | 88.0% (11) | 100% | 33% | N/A | **N/A** |

2019 RCS data on job placement (**Table 25**) show a total of 400 programs reporting positive placement rates. The mean placement rate increased to 88% with the highest rate of 100% (n = 50) and the lowest rate of 33% (n=1). This is a 3.2% increase when compared to 2018 and is the highest mean placement rate recorded since at least 2013. The number of programs reporting the lowest placement was one, while the number of programs reporting the highest placement rate (100%) increased from 39 (2016 RCS) to 40 (2017 RCS) to 58 (2018 RCS) to 50 (2019 RCS). For the 2017 RCS, the mean placement rate was 88%.

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[2] The definition in use at the time of the submission of the 2011 RCS was as follows: *"A graduate who within ten (10) months after graduation is: a. employed in respiratory care (i.e. full- or part-time, per diem, etc.), or b. enrolled full- or part-time in another degree program, or c. serving in the military, or d. employed in the polysomnography field (i.e. full- or part-time, per diem, etc. for graduates of the polysomnography option of programs offering the same)."*

**Placement by Degree Offered, Institutional Type, and Institutional Control/Funding**

| Table 26 – RC Job Placement by Degree Offered for 2016 RCS though 2019 RCS | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Degree Offered (N=400)** | **2019 RCS** Mean Placement | **Degree Offered (N=419)** | **2018 RCS** Mean Placement | **Degree Offered (N=421)** | **2017 RCS** Mean Placement | **Degree Offered (N=433)** | **2016 RCS** Mean Placement |
| Associate (n=335) | 88% | Associate (n=349) | 85.7% | Associate (n=360) | 85.3% | Associate (n=369) | 83.4% |
| Baccalaureate (n=60) | 89% | Baccalaureate (n=64) | 81.9% | Baccalaureate (n=57) | 90.2% | Baccalaureate (n=60) | 89.5% |
| Masters (n=5) | 98% | Masters (n=6) | 64.5% | Masters (n=4) | 96.0% | Masters (n=4) | 96.8% |

**Table 26** compares job placement data in relation to the degree offered for the 2016 through 2019 RCS. For the 2019 RCS, programs offering the Master's degree have the highest mean placement rate (98%) in this category while programs offering the Associate's degree demonstrate the lowest mean placement rate at 88%. When compared to 2017 RCS data, all three categories-Associates', Baccalaureate, and Master's degree programs showed an increase in mean placement rate.

**Table 27 – RC Job Placement by Institutional Type for 2016 RCS though 2019 RCS**

| Institutional Type (N=400) | 2019 RCS Mean Placement | Institutional Type (N=419) | 2018 RCS Mean Placement | Institutional Type (N=421) | 2017 RCS Mean Placement | Institutional Type (N=433) | 2016 RCS Mean Placement |
|---|---|---|---|---|---|---|---|
| Four-Year College or University (n=94) | 88% | Four-Year College or University (n=101) | 82.5% | Four-Year College or University (n=99) | 85.8% | Four-Year College or University (n=97) | 87.3% |
| Career or Technical College (n=10) | 89% | Career or Technical College (n=10) | 89.5% | Career or Technical College (n=10) | 89.5% | Career or Technical College (n=9) | 86.8% |
| Community or Junior College (n=233) | 88% | Community or Junior College (n=244) | 85.3% | Community or Junior College (n=240) | 86.2% | Community or Junior College (n=248) | 84.5% |
| Academic HSC/Medical Center (n=8) | 93% | Academic HSC/Medical Center (n=9) | 95.9% | Academic HSC/Medical Center (n=8) | 89.7% | Academic HSC/Medical Center (n=13) | 81.1% |
| Technical or Vocational School (n=53) | 89% | Technical or Vocational School (n=53) | 84.2% | Technical or Vocational School (n=62) | 80.4% | Technical or Vocational School (n=64) | 78.8% |
| U.S. Military (n=2) | 89% | U.S. Military (n=2) | 88% | U.S. Military (n=2) | 90.8% | U.S. Military (n=2) | 86.7% |

**Table 27** compares job placement data in relation to institutional type for the 2016 RCS through 2019 RCS. For the 2019 RCS, Academic HSC/Medical Centers had the highest mean placement rate (93%). Programs located in Four-Year Colleges or Universities and Community or Junior Colleges demonstrated the lowest mean placement rate at 88%. Compared to the 2018 RCS, the Academic or HSC/Medical Centers showed a decrease in mean placement rate.

| Table 28 – RC Job Placement by Institutional Control for 2016 RCS though 2019 RCS | | | | | | |
|---|---|---|---|---|---|---|
| Institutional Control (N=400) | 2019 RCS Mean Placement | Institutional Control (N=419) | 2018 RCS Mean Placement | Institutional Control (N=421) | 2017 RCS Mean Placement | Institutional Control (N=433) | 2016 RCS Mean Placement |
| Public/Not-For-Profit (n=315) | 88% | Public/Not-For-Profit (n=325) | 85.9% | Public/Not-For-Profit (n=329) | 87.2% | Public/Not-For-Profit (n=345) | 85.6% |
| Private/For-Profit (Proprietary) (n=43) | 87% | Private/For-Profit (Proprietary) (n=41) | 80.6% | Private/For-Profit (Proprietary) (n=51) | 77.4% | Private/For-Profit (Proprietary) (n=51) | 75.1% |
| Private/Not-For-Profit (n=40) | 88% | Private/Not-For-Profit (n=51) | 81.1% | Private/Not-For-Profit (n=39) | 87.0% | Private/Not-For-Profit (n=35) | 85.6% |
| Federal Government (n=2) | 89% | Federal Government (n=2) | 85% | Federal Government (n=2) | 90.8% | Federal Government (n=2) | 86.7% |

Table 28 compares job placement data in relation to institutional control/funding for the 2016 RCS through the 2019 RCS. Programs controlled/funded by the Federal Government demonstrated the highest mean placement rate at 89%. Programs controlled/funded by private/for-profit (proprietary) institutions continued to demonstrate the lowest mean placement rate at 87%. When compared to 2018 RCS data, all categories showed an increase in mean placement rate.

**CRT Credentialing Success**

The National Board for Respiratory Care's (NBRC) Therapist Multiple Choice (TMC) Examination administered by the NBRC is designed to objectively measure essential knowledge, skills, and abilities required of entry-level respiratory therapists, as well as determine eligibility for the Clinical Simulation Examination. With the advent of the TMC Exam in January of 2015, all graduates seeking to enter the profession need only take a single written examination. The TMC exam has two cut scores; graduates attaining the lower cut score will obtain the Certified Respiratory Therapist (CRT) credential. Achieving the high cut score means that a graduate both earns the CRT credential and is eligible to take the Clinical Simulation Exam (CSE). Graduates who successfully complete the TMC at the high cut score and pass the CSE earn the RRT credential.

CRT Credentialing Success is defined by the CoARC as the percentage of program graduates who obtain the CRT credential upon successful achievement of the low-cut score on the TMC Examination, independent of the number of TMC exam attempts. The calculation is derived by dividing the total # of CRTs (numerator) by the # of graduates (denominator) in a three-year reporting period (e.g., 2016-18). Since the 2012 RCS, this calculation excludes graduates who earned the CRT credential prior to matriculation into the program (i.e., advanced placement)[3]. *Note: This metric is not the same as the NBRC CRT pass rate which measures the number of candidates passing the exam divided by the number of candidates attempting the exam.* In March 2020, the CoARC approved the elimination of CRT Credentialing Success as an outcome. CRT Credentialing Success (and its related threshold) has been replaced with an outcome for achievement of the high cut score on the TMC examination with a threshold for that outcome. Aggregate data on this new outcome metric will be reported in the 2020 Report on Accreditation (due this July 1st).

| Table 29 – CRT Credentialing Success for 2013 RCS through 2019 RCS | | | | | |
|---|---|---|---|---|---|
| **Reporting Years (# of programs submitting)** | **Mean (SD)** | **Maximum Value** | **Minimum Value** | **CoARC Threshold** | **# of Programs Below Threshold** |
| 2013 RCS Data from 1/1/10 to 12/31/12 (N=422) | 91.8% (9.7) | 100% | 45.5% | 80% | **41** |
| 2014 RCS Data from 1/1/11 to 12/31/13 (N=424) | 92.4% (8.7) | 100% | 52.6% | 80% | **39** |
| 2015 RCS Data from 1/1/12 to 12/31/14 (N=434) | 92.3% (8.4) | 100% | 55.9% | 80% | **35** |
| 2016 RCS Data from 1/1/13 to 12/31/15 (N=433) | 92.5% (8.7) | 100% | 46.7% | 80% | **35** |
| 2017 RCS Data from 1/1/14 to 12/31/16 (N=421) | 93.1% (10.8) | 100% | 45.2% | 80% | **21** |
| 2018 RCS Data from 1/1/15 to 12/31/17 (N=419) | 93.7% (8) | 100% | 49% | 80% | **21** |
| 2019 RCS Data from 1/1/16 to 12/31/18 (N=400) | 93.0% (9) | 100% | 0% | 80% | **26** |

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[3] The 2011 RCS CRT credentialing success calculation did not subtract the number of students enrolling in an RC program having already earned a CRT credential prior to enrollment.

2019 RCS data on CRT credentialing success (**Table 29**) show a total of 400 programs reporting. The mean CRT credentialing success was 93% with the highest rate of 100% (n=111) and the lowest rate of 0% (n=1). A total of 26 programs (6.5% of total) reported CRT credentialing success rates below the CoARC-established threshold of 80%. As per CoARC Standard 3.11, these programs began a dialogue with the CoARC to develop an appropriate plan of action (i.e., a progress report) for program improvement.

When compared to the 2018 RCS data on CRT credentialing success rates, the 2019 RCS data shows a 0.7% decrease in the mean success rate. The program reporting the lowest mean success rate was at 0%. The number of programs reporting the highest success rate (100%) increased slightly from 104 (2013 RCS) to 109 (2014 RCS), decreased to 103 (2015 RCS) then from 110 (2016 RCS), then from 113 (2017), to 120 (2018), to 111 (2019). The number of programs reporting CRT credentialing success rates below the CoARC-established threshold decreased from 9.7% of total programs reporting in the 2013 RCS to 9.2% in the 2014 RCS to 8.1% in the 2015 and 2016 RCS, to its lowest level of 5% with the 2017 and 2018 RCS, and 6.5% for 2019.

**CRT Credentialing Success by Degree Offered, Institutional Type, and Institutional Control/Funding**

| **Table 30 –CRT Credentialing Success by Degree Offered for 2016 RCS though 2019 RCS** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Degree Offered (n=400)** | **2019 RCS** Mean CRT Success **(# of programs below CoARC threshold)** | **Degree Offered (n=419)** | **2018 RCS** Mean CRT Success **(# of programs below CoARC threshold)** | **Degree Offered (n=421)** | **2017 RCS** Mean CRT Success **(# of programs below CoARC threshold)** | **Degree Offered (n=433)** | **2016 RCS** Mean CRT Success **(# of programs below CoARC threshold)** |
| Associate (n=335) | 93% **(21)** | Associate (n=349) | 93.3% **(19)** | Associate (n=360) | 92.5% **(21)** | Associate (n=369) | 91.8% **(33)** |
| Baccalaureate (n=60) | 93% **(5)** | Baccalaureate (n=64) | 95.8 **(2)** | Baccalaureate (n=57) | 96.5% | Baccalaureate (n=60) | 96.1% **(2)** |
| Masters (n=5) | 98% | Masters (n=6) | 97.5 | Masters (n=4) | 99.1% | Masters (n=4) | 100% |

**Table 30** compares CRT credentialing success data in relation to the degree offered for the 2016 RCS through the 2019 RCS. For the 2019 RCS, RC Programs offering Master's degrees had the highest mean (98%). RC Programs offering the associate and baccalaureate degree had the lowest mean (93%).

For the 2019 RCS 21 out of the 26 programs below the CoARC threshold of 80% offered the Associate Degree (12 AAS degree programs, 8 AS degree programs, and 1 AST degree program). The remaining 5 programs offered the Baccalaureate degree. For the 2018 RCS 19 out of the 21 programs below the CoARC threshold of 80% offered the Associate Degree (13 AAS degree programs, 5 AS degree programs, and 1 AST degree program). The remaining 2 programs offered the Baccalaureate degree. For the 2017 RCS, all 21 programs below the CoARC threshold of 80% offered the Associate degree (10 AAS degree programs and 11 AS degree programs). For the 2016 RCS, 33 of the 35 programs below the CoARC threshold of 80% offered the Associate degree (18 AAS degree programs, 13 AS degree programs, and 2 AST degree programs). The remaining 2 programs offered the Baccalaureate degree.

| Table 31 – CRT Credentialing Success by Institutional Type for 2016 RCS though 2019 RCS | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Institutional Type (N=400)** | **2019 RCS** Mean CRT Success (# of programs below CoARC threshold) | **Institutional Type (N=419)** | **2018 RCS** Mean CRT Success (# of programs below CoARC threshold) | **Institutional Type (N=421)** | **2017 RCS** Mean CRT Success (# of programs below CoARC threshold) | **Institutional Type (N=433)** | **2016 RCS** Mean CRT Success (# of programs below CoARC threshold) |
| Four-Year College or University (n=94) | 93% **(9)** | Four-Year College or University (n=10) | 93.7% **(6)** | Four-Year College or University (n=99) | 94.4% **(3)** | Four-Year College or University (n=97) | 93.7% **(6)** |
| Career or Technical College (n=10) | 96% | Career or Technical College (n=10) | 95.6% | Career or Technical College (n=10) | 95.8% | Career or Technical College (n=9) | 93.3% |
| Community or Junior College (n=233) | 93% **(11)** | Community or Junior College (n=244) | 94.3% **(8)** | Community or Junior College (n=240) | 93.3% **(14)** | Community or Junior College (n=248) | 92.6% **(16)** |
| Academic HSC/Medical Center (n=8) | 99% | Academic HSC/Medical Center (n=9) | 97.9% | Academic HSC/Medical Center (n=8) | 96.1% | Academic HSC/Medical Center (n=13) | 96.1% **(1)** |
| Technical or Vocational School (n=53) | 94% **(6)** | Technical or Vocational School (n=53) | 90% **(7)** | Technical or Vocational School (n=62) | 89.9% **(4)** | Technical or Vocational School (n=64) | 89.3% **(11)** |
| U.S. Military (n=2) | 93% | U.S. Military (n=2) | 92.5% | U.S. Military (n=2) | 88.1% | U.S. Military (n=2) | 82.4% **(1)** |

**Table 31** compares CRT credentialing success data in relation to institutional type for the 2016 through 2019 RCS. For the 2019 RCS, RC Programs located in Academic HSC/Medical Centers continued to demonstrate the highest mean CRT credentialing success at 99%. Four-year College or university, community or junior college, and U.S. Military have the lowest mean CRT credentialing success at 93%. When compared to the 2018 RCS, there were increases in all categories except the Community or Junior Colleges.

For the 2019 RCS, 11 of the 26 programs below the CoARC threshold of 80% were located at a Community or Junior College, 6 were at a Technical or Vocational School and 9 programs were at a Four-Year College or University. For the 2018 RCS, 8 of the 21 programs below the CoARC threshold of 80% were located at a Community or Junior College, 7 were at a Technical or Vocational School and 6 programs were at a Four-Year College or University. For the 2017 RCS, 14 of the 21 programs below the CoARC threshold of 80% were located at a Community or Junior College, 4 were at a Technical or Vocational School and 3 programs were at a Four-Year College or University. For the 2016 RCS, 16 of the 35 programs below the CoARC threshold of 80% were located at a Community or Junior College, 11 were at a Technical or Vocational School and 6 programs were at a Four-Year College or University. The two remaining programs were at a U.S. Military institution and an Academic HSC/Medical Center.

## Table 32 – CRT Credentialing Success by Institutional Control for 2016 RCS though 2019 RCS

| Institutional Control (N=400) | 2019 RCS Mean CRT Success (# of programs below CoARC threshold) | Institutional Control (N=419) | 2018 RCS Mean CRT Success (# of programs below CoARC threshold) | Institutional Control (N=421) | 2017 RCS Mean CRT Success (# of programs below CoARC threshold) | Institutional Control (N=433) | 2016 RCS Mean CRT Success (# of programs below CoARC threshold) |
|---|---|---|---|---|---|---|---|
| Public/Not-For-Profit (n=315) | 93% (15) | Public/Not-For-Profit (n=325) | 94.6% (11) | Public/Not-For-Profit (n=329) | 93.8% (14) | Public/Not-For-Profit (n=345) | 93.3% (17) |
| Private/For-Profit (Proprietary) (n=43) | 92% (5) | Private/For-Profit (Proprietary) (n=41) | 88.2% (5) | Private/For-Profit (Proprietary) (n=51) | 88.8% (6) | Private/For-Profit (Proprietary) (n=51) | 88.2% (11) |
| Private/Not-For-Profit (n=40) | 93% (6) | Private/Not-For-Profit (n=51) | 92.5% (5) | Private/Not-For-Profit (n=39) | 93.3% (1) | Private/Not-For-Profit (n=35) | 90.8% (6) |
| Federal Government (n=2) | 93% | Federal Government (n=2) | 92.5% | Federal Government (n=2) | 88.1% | Federal Government (n=2) | 82.4% (1) |

**Table 32** compares CRT credentialing success data in relation to institutional control/funding for the 2016 RCS through the 2019 RCS. For the 2019 RCS, programs controlled/funded by Public/Not-For-Profit, private/not-for profit, and federal government institutions continued to demonstrate the highest mean CRT credentialing success at 93%. The private/for-profit (proprietary) demonstrated the lowest mean CRT credentialing success rate 92%. The private/for-profit (proprietary), private/not-for-profit sectors and federal government showed an increase in mean CRT credentialing success for the 2019 RCS when compared to the 2018 RCS.

For the 2019 RCS, 15 of the 26 programs below the CoARC threshold of 80% were controlled/funded by Public/Not-For-Profit institutions, five programs by Private/For-Profit (Proprietary) institutions, and six by Private/Not-For-Profit institutions. For the 2018 RCS, 11 of the 21 programs below the CoARC threshold of 80% were controlled/funded by Public/Not-For-Profit institutions, five programs by Private/For-Profit (Proprietary) institutions, and five by Private/Not-For-Profit institutions. For the 2017 RCS, 14 of the 21 programs below the CoARC threshold of 80% were controlled/funded by Public/Not-For-Profit institutions, six programs by Private/For-Profit (Proprietary) institutions and one by Private/Not-For-Profit institutions. For the 2016 RCS, 17 of the 35 programs below the CoARC threshold of 80% were controlled/funded by Public/Not-For-Profit institutions, eleven programs by Private/For-Profit (Proprietary) institutions and six by Private/Not-For-Profit institutions. The remaining program was controlled/funded by the Federal Government.

**RRT Credentialing Success**

RRT Credentialing Success is defined by the CoARC as the percentage of graduates who earn the RRT credential by achieving the high cut score on the Therapist Multiple-Choice Examination (TMC) and subsequently passing the Clinical Simulation Examination (CSE), regardless of the number of TMC or CSE exam attempts.  RRT credentialing success is derived by dividing the total number of those achieving the RRT (numerator) by the # of graduates (denominator) in each three-year reporting period.  Note: This metric is not the same as the NBRC RRT pass rate, which measures the number of candidates passing the exam divided by the number of candidates attempting the exam.  The Therapist Multiple-Choice (TMC) Examination administered by the NBRC is designed to measure the essential knowledge, skills, and abilities acquired by graduates of entry-level respiratory therapy educational programs and determine their eligibility for the Clinical Simulation Examination. The RRT credential is required in certain states such as Ohio, California, Oregon, Arizona, New Jersey, and New Mexico to enter practice. Accordingly, graduates of CoARC-accredited programs in other states can choose to forego the CSE examination after earning the CRT credential and still obtain a license to practice.  While programs are required to provide RRT outcomes data on the RCS, no threshold for this outcome has been established by the CoARC and, accordingly, no accreditation actions are taken based on RRT credentialing success.  For more information related to this outcome measure, download the *CoARC's Position Statement Regarding Exam-based Outcome Measures* available at www.coarc.com.

| Table 33 – RRT Credentialing Success for 2013 RCS through 2019 RCS | | | | |
|---|---|---|---|---|
| **Reporting Years (# of programs submitting)** | **Mean (SD)** | **Maximum Value** | **Minimum Value** | **CoARC Threshold** |
| 2013 RCS Data from 1/1/10 to 12/31/12 (N=422) | 63.4% (22.1) | 100% | 0% | N/A |
| 2014 RCS Data from 1/1/11 to 12/31/13 (N=424) | 67.9% (21.3) | 100% | 0% | N/A |
| 2015 RCS Data from 1/1/12 to 12/31/14 (N=434) | 70.5% (20.4) | 100% | 11.1% | N/A |
| 2016 RCS Data from 1/1/13 to 12/31/15 (N=433) | 72.7% (20.0) | 100% | 15.6% | N/A |
| 2017 RCS Data from 1/1/14 to 12/31/16 (N=420) | 75.1% (19.0) | 100% | 13.8% | N/A |
| 2018 RCS Data from 1/1/15 to 12/31/17 (N=419) | 80.2% (17.6) | 100% | 0% | N/A |
| 2019 RCS Data from 1/1/16 to 12/31/18 (N=400) | 80.0% (18) | 100% | 0% | N/A |

2019 RCS data on RRT credentialing success (**Table 33**) show a total of 400 programs reporting data. The mean RRT credentialing success was 80% with the highest rate (100%) achieved by 32 programs and the lowest rate of 0% (n=2).  When compared to the 2018 RCS data, the 2018 data continued to show a decrease (0.2%), with an overall increase of 16.6% since the 2013 RCS.  The number of programs reporting the highest RRT credentialing success rate (100%) increased from 7 for the 2012 RCS, to 13 for the 2013 RCS, to 19 for the 2014 RCS, to 23 for the 2015 RCS, to 28 for the 2016 RCS, to 19 for the 2017 RCS, to 34 for 2018 RCS, to 32 in 2019.

**RRT Credentialing Success by Degree Offered, Institutional Type, and Institutional Control/Funding**

| Table 34 – RRT Credentialing Success by Degree Offered for 2016 RCS though 2019 RCS | | | | | | | |
|---|---|---|---|---|---|---|---|
| Degree Offered (N=400) | 2019 RCS Mean RRT Success | Degree Offered (N=419) | 2018 RCS Mean RRT Success | Degree Offered (N=421) | 2017 RCS Mean RRT Success | Degree Offered (N=433) | 2016 RCS Mean RRT Success |
| Associate (n=335) | 80% | Associate (n=349) | 78.8% | Associate (n=369) | 70.5% | Associate (n= 372) | 67.8% |
| Baccalaureate (n=60) | 80% | Baccalaureate (n=64) | 87.6% | Baccalaureate (n=60) | 84.9% | Baccalaureate (n=58) | 85.5% |
| Masters (n=5) | 78% | Masters (n=6) | 93% | Masters (n=4) | 96.9% | Masters (n=4) | 97.0% |

**Table 34** compares RRT credentialing success data in relation to the degree offered for the 2015 RCS through the 2018 RCS. For the 2018 RCS, RC programs offering Associate and Baccalaureate degrees had the highest mean RRT credentialing success (80%). RC programs offering Masters degrees had the lowest mean RRT credentialing success (78%). The Associate degree category continued to demonstrate an increase in mean RRT credentialing success when compared to previous RCS data.

| Table 35 – RRT Credentialing Success by Institutional Type for 2016 RCS though 2019 RCS | | | | | | | |
|---|---|---|---|---|---|---|---|
| Institutional Type (N=400) | 2019 RCS Mean RRT Success | Institutional Type (N=421) | 2018 RCS Mean RRT Success | Institutional Type (N=421) | 2017 RCS Mean RRT Success | Institutional Type (N=433) | 2016 RCS Mean RRT Success |
| Four-Year College or University (n=94) | 78% | Four-Year College or University (n=101) | 80.2% | Four-Year College or University (n=98) | 81.0% | Four-Year College or University (n=97) | 78.5% |
| Career or Technical College (n=10) | 80% | Career or Technical College (n=10) | 79.4% | Career or Technical College (n=10) | 72.4% | Career or Technical College (n=9) | 69.1% |
| Community or Junior College (n=233) | 80% | Community or Junior College (n=244) | 72% | Community or Junior College (n=241) | 74.7% | Community or Junior College (n=248) | 72.3% |
| Academic HSC/Medical Center (n=8) | 87% | Academic HSC/Medical Center (n=9) | 88.3% | Academic HSC/Medical Center (n=8) | 83.8% | Academic HSC/Medical Center (n=13) | 89.4% |
| Technical or Vocational School (n=53) | 79% | Technical or Vocational School (n=53) | 71.5% | Technical or Vocational School (n=62) | 67.6% | Technical or Vocational School (n=64) | 64.0% |
| U.S. Military (n=2) | 46% | U.S. Military (n=2) | 40.5% | U.S. Military (n=2) | 36.9% | U.S. Military (n=2) | 30.1% |

**Table 35** compares RRT credentialing success data in relation to institutional type for the 2016 RCS through the 2019 RCS. For the 2019 RCS, RC programs located in Academic HSC/Medical Centers continued to have the highest mean RRT credentialing success at 87%. RC programs located at U.S. Military facilities continued to the lowest mean RRT credentialing success at 46%. Increases in mean RRT credentialing success occurred for all categories except Four-Year Colleges or Universities and Academic HSC/Medical Center facilities when compared to 2018 RCS data.

| Table 36 – RRT Credentialing Success by Institutional Control for 2016 RCS though 2019 RCS | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Institutional Control (N=400)** | **2019 RCS** Mean RRT Success | **Institutional Control (N=419)** | **2018 RCS** Mean RRT Success | **Institutional Control (N=421)** | **2017 RCS** Mean RRT Success | **Institutional Control (N=433)** | **2016 RCS** Mean RRT Success |
| Public/Not-For-Profit (n=315) | 80% | Public/Not-For-Profit (n=325) | 81.8% | Public/Not-For-Profit (n=324) | 77.1% | Public/Not-For-Profit (n=345) | 74.8% |
| Private/For-Profit (Proprietary) (n=43) | 78% | Private/For-Profit (Proprietary) (n=41) | 70% | Private/For-Profit (Proprietary) (n=51) | 64.8% | Private/For-Profit (Proprietary) (n=51) | 62.3% |
| Private/Not-For-Profit (n=40) | 79% | Private/Not-For-Profit (n=51) | 80.3% | Private/Not-For-Profit (n=44) | 73.1% | Private/Not-For-Profit (n=35) | 69.9% |
| Federal Government (n=2) | 46% | Federal Government (n=2) | 40.5% | Federal Government (n=2) | 36.9% | Federal Government (n=2) | 30.1% |

**Table 36** compares RRT credentialing success data in relation to institutional control/funding for the 2016 RCS through the 2019 RCS.   For the 2019 RCS, RC Programs controlled/funded by public/not-for-profit institutions continued to demonstrate the highest mean RRT credentialing success (80%).  RC Programs controlled/funded by the federal government continued to demonstrate the lowest mean RRT credentialing success rate (46%).  Increases in mean RRT credentialing success occurred for RC programs in all except public/not for profit and private/not-for-profit categories when compared to 2018 RCS data.

## Overall Graduate Satisfaction

The CoARC evaluates overall graduate satisfaction based on a CoARC developed survey which uses a 5-point Likert scale.  Programs administer the survey to employed program graduates six (6) to twelve (12) months after graduation.  The CoARC-established threshold for this outcome is 80%, meaning that, for the question specifically assessing the subject, 80% of returned graduate surveys must rate overall satisfaction at 3 or higher on a 5-point Likert scale.  A copy of the survey template can be accessed at https://www.coarc.com/Accreditation-Resources/Annual-Reporting-Tool.aspx.  CoARC sent a notification on November 16th, 2018 explaining that shortly after the release of its 2018 Annual RCS in late October, the CoARC was informed that graduate and employer survey data from prior years could not be transferred into the new RCS format. As a result, programs were only able to submit survey data for 2017 in their 2018 RCS. Accordingly, at its November 2018 meeting, the CoARC Board determined that no accreditation decisions based on subthreshold results in graduate and employer surveys would be taken until three years of data are available, which will occur with the submission of the RCS due July 1, 2020.

## Overall Employer Satisfaction

The CoARC evaluates overall employer satisfaction based on a CoARC-developed survey which uses a 5-point Likert scale.  Programs administer the survey to employers of their graduates six (6) to twelve (12) months after graduation.  A copy of the survey template can be accessed at https://www.coarc.com/Accreditation-Resources/Annual-Reporting-Tool.aspx.  The CoARC-established threshold for this outcome is 80%, meaning that, for the question specifically assessing this subject, 80% of returned surveys must rate overall employer satisfaction with program graduates at 3 or higher on a 5-point Likert scale.  A copy of the survey template can be accessed at www.coarc.com.  CoARC sent a notification on November 16th, 2018 explaining that shortly after the release of its 2018 Annual RCS in late October, the CoARC was informed that graduate and employer survey data from prior years could not be transferred into the new RCS format. As a result, programs were only able to submit survey data for 2017 in their 2018 RCS. Accordingly, at its November 2018 meeting, the CoARC Board determined that no accreditation decisions based on subthreshold results in graduate and employer surveys would be taken until three years of data are available, which will occur with the submission of the RCS due July 1, 2020.

## PROGRAMMATIC DATA RELATED TO THE AARC 2015 AND BEYOND PROJECT

This intent of this section is to provide the CoARC's communities of interest with additional programmatic data related to the American Association for Respiratory Care's (AARC's) *2015 and Beyond* project. These data should be particularly useful in addressing the following issues: (1) Maintaining an adequate respiratory therapy workforce; (2) Increasing access to baccalaureate degrees for respiratory therapy students enrolled in associate degree granting programs; and (3) Helping associate degree programs that wish to align with bachelor degree granting institutions develop consortial and/or cooperative agreements.

**Baccalaureate Degree Eligibility Categories**

| Table 50 – Baccalaureate Degree Eligibility-Number of Programs for 2015 (N=427), 2016 (N=428), 2017 (N=431), 2018 (N=424), and 2019 (N=420) | | | | | |
|---|---|---|---|---|---|
| **Baccalaureate Degree Eligibility Category** | **# of Programs as of 12/31/15** | **# of Programs as of 12/31/16** | **# of Programs as of 12/31/17** | **# of Programs as of 12/31/18** | **# of Programs as of 12/31/19** |
| I. Sponsoring institution offers a baccalaureate degree RC program | 65 | 69 | 72 | 68 | 67 |
| II. Sponsoring institution offers baccalaureate degrees in other disciplines | 88 | 87 | 85 | 86 | 79 |
| III. Sponsoring institution located in a state that authorizes community colleges to award bachelor's degrees under certain circumstances[4] | 108 | 106 | 107 | 108 | 132 |
| IV. Sponsoring institution cannot offer a baccalaureate degree | 166 | 166 | 167 | 162 | 142 |

**Table 50** assigns RC programs and satellite options, based on data from the end of each calendar year to one of four baccalaureate degree eligibility categories.

Category I includes sponsoring institutions that offer an Entry into RC Professional Practice baccalaureate degree or higher upon graduation. As of 12/31/2019, 67 of the 420 (16% of total) RC programs and satellites fall under Category I.

Category II includes sponsoring institutions that can offer both the associate degree and baccalaureate degree or can transition their associate degree to a baccalaureate degree. As of 12/31/2019, 79 (19% of total) RC programs and satellites fall under Category II.

Category III includes sponsoring institutions offering an Entry into RC Professional Practice associate degree upon graduation, that are located in states that authorize community colleges to award bachelor's degrees under certain circumstances. According to the Community College Baccalaureate Association, 24

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[4] Source: Community College Baccalaureate Association http://www.accbd.org

states have legislation allowing community colleges to award bachelor's degrees. The 132 sponsoring institutions in this category may have the capability of offering both the associate degree and baccalaureate degree or may be able to transition their associate degree to a baccalaureate degree. However, because of differences in the applicable legislation the extent of this capability varies greatly from state to state. As of 12/31/2019, 132 of the 420 (31% of total) RC programs and satellites fall under Category III.

Category IV includes sponsoring institutions offering an Entry into RC Professional Practice associate degree upon graduation that do not have the authority to award a baccalaureate degree. However, depending on applicable state rules and regulations, sponsoring institutions in this category may be capable of articulating with, or participating in a consortial partnership with, a 4-year degree-granting institution. As of 12/31/2019, 142 of the 420 (34% of total) RC programs and satellites fall under Category IV.

### Baccalaureate Degree Eligibility – Enrollment Capacity and Graduation Rates

| Table 51 – Baccalaureate Degree Eligibility- Enrollment Capacity and Graduates for 2016 (N=431), 2017 (N=424), and 2018 (N=420) | | | | | | |
|---|---|---|---|---|---|---|
| Baccalaureate Degree Eligibility Category | Maximum Enrollment Capacity as of 12/31/16 | Total Graduates as of 12/31/16 | Maximum Enrollment Capacity as of 12/31/17 | Total Graduates as of 12/31/17 | Maximum Enrollment Capacity as of 12/31/18 | Total Graduates as of 12/31/18 |
| I. Sponsoring institution currently offers a baccalaureate degree RC program | 1,546 | 875 | 1,491 | 792 | 1,612 | 766 |
| II. Sponsoring institution offers baccalaureate degrees in other disciplines | 3,241 | 1,615 | 3,422 | 1,538 | 3,167 | 1,350 |
| III. Sponsoring institution located in a state that authorizes community colleges to award bachelor's degrees under certain circumstances[7] | 3,029 | 1,676 | 3,283 | 1,874 | 3,728 | 1,997 |
| IV. Sponsoring institution cannot offer a baccalaureate degree | 5,224 | 2,497 | 4,434 | 2,110 | 4,400 | 2,060 |

**Table 51** provides an assessment of the maximum annual enrollment capacity and the total number of graduates for each calendar year (based on assignment of RC programs and satellite options to these four baccalaureate degree eligibility categories

As of December 31, 2018, the 67 programs in Category I produced 766 graduates (12.4% of the total of the 6,173 graduates from all 4 categories in 2018). The 79 programs in Category II produced 1,350 graduates (21.9% of the total graduates). The 132 programs in Category III produced 1,997 graduates (32.4% of the total graduates). The 142 programs in Category IV produced 2,060 graduates (33.4% of the total graduates).

**RC Program Consortia**

In its accreditation *Standards,* the CoARC defines a consortium as *"a legally binding contractual partnership of two or more sponsoring institutions (at least one of which is a duly accredited degree-granting institution of higher education) that come together to offer a program. Consortia must be structured to recognize and perform the responsibilities and functions of a sponsoring institution."* CoARC Entry Standard 1.02 and DA Standard 1.2 state that "the responsibilities of the consortium and of each member must be clearly documented in a formal affiliation agreement or memorandum of understanding, which delineates instruction, supervision of students, resources, reporting, governance and lines of authority." **Table 53** provides a listing of 35 consortium programs as of December 31, 2019 according to the CoARC's database.

| Table 53 – RC Program Consortia as of December 31, 2019 | | | | |
|---|---|---|---|---|
| **Program #** | **Consortium Name** | **City** | **State** | **Degree** |
| 200014 | Millersville University | Millersville | PA | BS |
| 200019 | Mansfield University | Mansfield | PA | AAS |
| 200039 | Indiana Respiratory Therapy Ed Consortium | Indianapolis | IN | BS |
| 200088 | Delaware Co CC/Crozer-Chester Med Ctr. | Upland | PA | AAS |
| 200102 | East Los Angeles College/Santa Monica | Monterey Park | CA | AS |
| 200133/220133 | St. Alexius Medical Center/University of Mary | Bismarck | ND | BS/MS |
| 200138 | Hudson Valley Community College | Troy | NY | AAS |
| 200143 | CHI Health/Midland University | Omaha | NE | BS |
| 200172 | Mayo Clinic College of Medicine School | Rochester | MN | BS |
| 200260 | Cincinnati State Tech-Community College | Cincinnati | OH | AAS |
| 200299 | Delaware Technical and Community College | Wilmington | DE | AAS |
| 200313 | West Chester University/Bryn Mawr Hospital | Bryn Mawr | PA | BS |
| 200367 | North Dakota State University/Sanford | Fargo | ND | BS |
| 200392 | Bossier Parish Community College | Bossier City | LA | AAS |
| 200397 | Frederick Community College | Frederick | MD | AAS |
| 200430 | Carver Career Center/Bridge Valley CTC | Charleston | WV | AS |
| 200431 | Pickens Technical College | Aurora | CO | AAS |
| 200432 | Missouri Southern State University | Joplin | MO | AS |
| 200450 | Collins Career Technical Center | Chesapeake | OH | AAS |
| 200454 | Francis Tuttle | Oklahoma City | OK | AS |
| 200461 | Northeast Kentucky Consortium | Morehead | KY | AAS |
| 200463 | Autry Technology Ctr/Northern OK College | Enid | OK | AAS |
| 200490 | Stevens-Henager College | Salt Lake City | UT | AAS |
| 200497 | Cape Girardeau Career & Technology Center | Cape Girardeau | MO | AS |
| 200504 | University of Rio Grande/Rio Grande CC | Rio Grande | OH | AS |
| 200506 | Marshall University/St. Mary's Med Ctr. | Huntington | WV | BS |

| 200531 | Cameron University | Lawton | OK | AAS |
|---|---|---|---|---|
| 200585 | US Army Med Ed & Training Campus | Fort Sam Houston | TX | AAS |
| 200586 | Simi Institute/Excelsior | Simi Valley | CA | AS |
| 200600 | Sullivan Respiratory Care Consortium | Loch Sheldrake | NY | AAS |
| 210273 | York College of PA | York | PA | BS |
| 300025 | Monroe City Hall Annex | West Monroe | LA | AAS |

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