FREQUENTLY ASKED QUESTIONS

(2022 Annual Report of Current Status-RCS)

Accessing the RCS (rcs.coarc.com)

Q: Why am I not able to login to the RCS system with the login information that has been generated to my email?

A: The "username" and the "password" fields are caps lock sensitive. Ensure that your caps lock is off when entering these information fields. After entering the username or password, do not add a space after by clicking the spacebar. Please be sure that if you copy your password into the "password" field, you also do not have any additional spaces. This is added for additional system security. Any additional issues with login, please contact tammy@coarc.com.

Running Reports and Reporting Years

Q: When we upload our reports in the Finish tab, do we run it for the three-year total, or do we run one for each year?

A: It depends on the report. One the 'Finish' Tab of the RCS it will list the NBRC reports that we require. Next to each of the reports is a little info icon that tells you what each one is. Please see below for additional details.

The **Annual School Summary** should have years 2019-2021. Make sure that your RRT and TMC High Cut Outcomes match what this report has listed. We need this report to verify credentialing success.
The **TMC Scores by Content Area** should only be run from 1/1/2021-12/31/2021. This report is used for reference to make sure the analysis that was made in the Outcomes tab is correct.
The **TMC Graduate Performance Report** is based on who passed the exams and shows the high cut score data. The annual school summary will have the number of students that passed. This report will have the names of the students who passed, make sure these reports match. This will be a 3-year report i.e., for the 2022 RCS, run the report from January 1, 2019 through December 31, 2021 unless some of your graduates from 2021 passed in 2022, then run the report up until July 1, 2022.
The **CSE Content and Section Type Subscores** should only be run from 1/1/2021-12/31/2021. This report is used for reference to make sure the analysis that was made in the Outcomes tab is correct.

Q: **Do the reports from the NBRC (TMC Graduate Performance Report, Annual School Summary Report, TMC Scores by Content Domain, and CSE Content and Section Type Subscores) still need to be emailed to Shelley or are they just required to be uploaded and submitted as part of the new RCS?**

A: Please upload each of them at the end of the RCS under the Finish Tab – no emails to Shelley or Tammy.

Data Entry Errors

Q: **I accidently reversed my student names, so first names are in the last name spot and vice versa. How do I fix that?**

A: Send tammy@coarc.com the list of students (FNAME LNAME) and we will correct on our end and then notify you once complete.

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

A: Send an email to Tammy Alsup (tammy@coarc.com) and provide the student name, the current cohort, along with the correct cohort that student belongs to and an explanation. Tammy will make this adjustment for you. Only the CoARC Executive office can update the students' cohort information.

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

A: Under the Cohorts & Students tab you will then choose either cohorts or students; under each will have an actions icon. Click the archive button next to the pencil. The system does not allow for permanent deletion of data, rather this will be a soft delete that can be referenced back to later if needed be. Send an e-mail to Tammy Alsup (tammy@coarc.com) if assistance is needed.

Missing Data and Accessing Data

Regarding missing data:

Please confirm that you are using Google Chrome when accessing the website. If not, please try and let us know if you are still experiencing issues with saving your data or seeing your changes. It may be helpful

to clear your browser cache as well. This can be done by doing the following:
On your computer, open Chrome.

1. On your computer, open Chrome.
2. At the top right, click More
3. Click More tools > Clear browsing data.
4. At the top, choose a time range. To delete everything, select "All Time"
5. Next to "Cookies and other site data" and "Cached images and files," check the boxes
6. Click Clear data.

Also, please confirm that you are attempting to edit the 2022 RCS report, as this is the only report that will allow edits. The 2022 RCS report contains all the information CoARC will be reviewing-cohorts and students can be edited on this report. To ensure that you are accessing the 2022 RCS report, please do the following:

After logging in go to Annual Report > RCS
Change the "Report Year" drop down option to "2022"
Click anywhere on the report row to open the report.

Another thing to keep in mind is if you are going to be idle on your computer (ex. have to step away), make sure to click the next button because you can always go back, it just won't save your information until you click next. I would also keep a word copy of your work just in case it doesn't save again.

Q: I see none of my personnel, as typically found under Sponsoring Institution and Personnel. I tried to add the President, Dean, Medical Director, or even myself (Program Director) and it would not let me.

A: Personnel members besides yourself can be added in the Management > Personnel area of the system. When adding a new personnel member, please make sure to click on "Assign user to Program" select their user role and their position title. In the Personnel grid view, you will be able to see all your added personnel. Your own profile will not be shown but is visible in the grid view of your personnel. To assign personnel read-only rights assign them as Program Staff. If you want them to be able to input/revise data assign them as Director Designee. Each program can be assigned only one Director Designee. **Your personnel record was created when you were added to the system. It**

can be managed by clicking your name in the upper right-hand corner and then clicking "My Account".

Q: I accessed my last report (from 2021), and it is missing information (Personnel, graduation information for people who previously graduated, etc.). Am I supposed to go back and correct my prior reports and put in that information?

A: Only the current RCS report can be edited. Student information from all cohorts can be edited on the current 2022 RCS report.

Q: I'm looking at my cohort that graduated in 2014, and it doesn't show that any graduated. Yet it shows their pass dates on CRT and RRT. What am I missing?

A: Unfortunately, some of the data from the old system either didn't migrate over or the information was corrupted during the migration. You will need to double-check that all information such as graduate dates, exam dates, and employment status are correct. In addition to this, some students migrated over with a status of "Graduated", but we were not provided with their graduation date. We assigned a default date for those students of 1/8/2018. You will need to go back into those student profile pages, mark them as In-Progress and then go back and mark them as Graduated. The text box will appear that will allow you to put in the correct graduation date.

TMC and CSE-Related Questions

Q: When completing the analysis of the RRT and TMC high-cut scores Outcomes, should I be addressing first time pass rates?

A: Those outcomes measures should be analyzed using a combined pass rate (i.e., first-time and repeat).

Q: Do I need to discuss TMC Score by Content Domain weaknesses under the analysis and action plans for these outcomes (RRT, TMC high-cut Score) in addition to reporting them under the specific TMC Subscores by Content Domain Outcomes section of the annual report.

A: No, just under the separate TMC Subscores tab.

Q: Under the section on TMC Sub Scores by Content and CSE Content and Section Type Subscores it says to write an analysis and action plan for each section that is below 85% of the national mean. My question is, do I need to address any content area that is not 100% but above 85% or just anything that is below the 85% in the annual report.

A: You need to generate the report for January 1, 2021 through December 31, 2021 which are the reporting years in effect. If any sub-score is more than 85% below the national mean for that content domain needs to have an analysis and action plan. This can be further outlined in the screenshot below.

Example from last year.

TMC Subscores by Content Domain

*The process for evaluating the TMC is the same for the CSE with the addition of adding in the Information Gathering (IG) and Decision Management (DM) scores.

Q: I noticed that all my data from 2012-current are not accurate. I am trying to input that data, but it seems that I cannot find the information for classes before the TMC changes. I am not quite sure where to find that information.

A: For each student that graduated between 1/1/19 and 12/31/21 you need to put the dates in for when they earned the CRT, RRT, and when they achieved the high cut score (along with the raw score). Those dates can certainly be in 2022 especially for those that graduated in 2021 and passed in 2020. However, you do not put any 2022 graduate data in yet – we don't need that until the 2023 report.

Degree Advancement Questions

Q: **A big obstacle I am running into is in entering the credentialing date for CRT since these students earned this through a different school and do not have to show evidence of this prior to entering the DA Program. For RRT verification I have some information verifying how long their RRT is valid but may not have the credentialing date since this was earned previously before entering our DA Program.**

A: Since DA programs are not held accountable for credentialing success, then you can leave that information unfilled. As a precautionary step, I would recommend that each of the students you enroll submit a credentials verification form from the NBRC to you so that you have documented evidence of their credentials. Using an old certificate, ID card, or similar may not be accurately reflecting their credentialed status.

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

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

Clinical Affiliate-Related Questions

Q: **When viewing the clinical affiliates for my add-on program, only 6 of the clinical affiliates are present. I went to management of affiliates to add the rest of the affiliates, it shows all 32 affiliates of the base program.**

A: As all 32 clinical affiliates are common between the two programs, is it possible to leave as is? If not is there any utility adding the clinical affiliates in the current environment as the 6 identified as BSRC are not currently showing on the list? When creating "Affiliate" records, a separate record would be needed for each program. Currently, all records would display with the same program

number, but when you access the details, you would see the correct program number. We are working to correct this. I will let you know once this issue is resolved.

Cohort- and Student Profile-Related Questions

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

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

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

A: Yes. Each student needs an ID number and you can use whatever number you want to use to uniquely identify that particular student. Special characters are not supported. If there are special characters that were imported in the data migration for various student IDs, you will be instructed to update the student ID for that profile to be properly saved. Similar to the login fields, if there are spaces added to the beginning or the end of the student ID, those will not be accepted and the spaces would have to be removed.

Q: Two years ago when I entered the 2016 cohort, the expected graduation date was to be 5/4/2018. However, during this past year after having converted from semesters to quarters, the expected graduation date was moved to 6/5/2018. How do I change this on the RCS?

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

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

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

Q: If students are starting the program at the same time but their graduation date differs due to the

number of credits students have prior to admission, do I put in two different cohorts?

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

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

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

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

A: In order to submit accurate data to CoARC, you should review all data for the applicable reporting years (i.e., January 1, 2019 through December 31, 2021) and update that data to reflect the current outcomes definitions. This would include going back into your enrollment cohorts and updating student profiles to reflect revised academic and non-academic definitions. Please be sure to save after each change to a student profile. Once done, the changes will automatically populate on the Outcomes tab.

Q: What is the International Student Category?

A: The international student category was added to the 2020 Annual Report of Current Status Student Profile page. The rationale for excluding international students is that they must return to their home country quickly after graduation and cannot complete the RRT credentialing process. Those able to sit for their boards should not be categorized as International.

CoARC defines an international student as *"an individual on a temporary visa who is enrolled (for credit) in a respiratory care program at an accredited higher education institution in the U.S. This definition does not apply to someone who is a permanent resident with an I-51 visa or Green Card or to someone who has applied for immigration status, to someone with temporary protected status, to an undocumented immigrant or to a refugee."*

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

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

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

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

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

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

Outcomes- and Thresholds-Related Questions

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

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

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

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

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

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

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

A: Students are not included in the retention definition who: leave the program by the last day they are eligible for 100% tuition reimbursement within the first term of fundamental respiratory care core coursework**; 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; are admitted to another educational program (same or different educational institution) prior to the scheduled graduation date of their RT class.

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

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

RAM-Related Questions

Q: What does the term aggregate mean on the RAM surveys?

A: In the context of the RAM, Aggregate would be the total number of students enrolled in your program that received the Student Resource Survey.

Q: The "Program Satellites Only" section on the RAM doesn't apply to my program, but a response is required for me to complete. How should I proceed?

A: If the "Program Satellites Only" section of the RAM report does not apply to your program enter any date in the date fields and "N/A" in all description fields.

Graduate and Employer Survey-Related Questions

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

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

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

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

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

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

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

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

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

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

Understanding the RCS PDF Output

Q: I am having difficulty interpreting my PDF export, as the values that are displayed on the PDF are not numbers that were shown when I was completing my RCS Report. Why is the PDF different?

A: The RCS PDF is a detailed report of all your cohort information, not just the overall totals for a particular year. The RCS focuses on total values for Retention, Enrollment and Graduation, while the PDF export looks at the individual cohorts within the noted year. In the example provided below, the program had 2 cohorts for 2016, the retention values shown are for each cohort, while the RCS displays the average values of the cohorts' retention.

Current Program Statistics

Enrollment Year	Enrollment Date	On-Time Graduation Date	Estimated Number of Applicants	Maximum Number of Students	Number Initially Enrolled	Number Enrolled After Class Start	Total Enrollment Number	"In Progress" to-date	Number of Students that Dropped Out	Percent Retention	# Grads to Date
2015	8/18/2015	5/18/2017	25	25	19	0	19	0	2	90%	17
2016	5/24/2016	12/13/2017	25	25	12	0	12	0	3	75%	9
2016	8/22/2016	5/16/2018	25	25	19	0	19	2	1	95%	16
2017	5/22/2017	12/19/2018	30	25	13	0	13	12	1	93%	0

Calculation breakdown is below:

Cohort #1 = 5/24/2016 -12/13/2017 Total students enrolled is 12, and 3 of those students dropped out. The retention is 75%

Cohort #2 = 8/22/2016 - 5/16/2018 Total students enrolled is 19, and 1 of those students dropped out. The retention is 95%

The total retention for 2016 = Total students enrolled is 31 (12+19), and 4 (3+1) of those students dropped out. The retention is 88%

Miscellaneous Questions

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

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

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

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

Q: **I am able to access my 2022 report but the submit button is missing. How do I submit my report?**

A: The Report of Current Status portal is open for your use in updating your program information. The "submit" button has been hidden until it is time for programs to submit their report for the 2022 cycle.

Q: **When is the 2022 report due?**

A: The 2022 Report of Current Status is due July 1, 2022.