**SITE VISIT REVIEW INTERVIEW GUIDE**

*Instructions to Site Visit Reviewers:*

This guide is designed to help site visit reviewers gather information from a program’s various communities of interest, based on the *2022 CoARC Accreditation Standards for Entry into Respiratory Care Professional Practice.* **It is important to note that this document is truly a guide**. It does not include all questions that site visit reviewers could ask regarding a particular program, and, just as importantly, site visitors should ask only those questions they believe are pertinent to their evaluation of the program being visited.

All information made available to site visit reviewers before and during the interview process is confidential and should be shared only with the CoARC and the program/sponsor(s). Team members will be privy to opinions expressed by individuals during the interviews; the sources of such opinions are also confidential, to be shared only with the CoARC, as necessary. Prior to each interview, the interviewees must be informed about the accreditation process, the specific role of the site visit reviewers, and the importance that the CoARC places on confidentiality.

***Parenthetical Reference: 2022 CoARC Accreditation Standards for Entry into***

***Respiratory Care Professional Practice***

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**[President/CEO/Consortium Chair](#TABLE)**

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

**[Dean/Division Chair](#TABLE)**

1. How does your institution **ensure that academic policies apply to all students and faculty**, regardless of the location of instruction?  **(*Standard 1.06*)**
2. How does your institution **ensure** that the number of **qualified faculty members and clinical preceptors, as well as the designated administrative and technical support staff at all program locations, are sufficient** to meet the goals/objectives of the program?  ***(Standard 2.13)***
3. How does your **institution support the Program Director’s ability to carry out his or her administrative responsibilities**: (management, administration, planning and development, as well as continuous review, analysis and revision of the respiratory care program)? ***(Standard 2.03)***
4. In what ways does your **institution support the Director of Clinical Education’s ability to carry out his or her administrative responsibilities**: (planning and development, organization, administration, and ongoing evaluation of the general effectiveness of experiences at all clinical sites for students enrolled in the respiratory care program)? ***(Standard 2.07)***
5. Describe how the **program’s goal(s) are compatible with your institution’s mission**.

***(Standard 3.02)***

1. Describe how the institution ensures that respiratory students at all program locations have **access to all the academic support services** (e.g., library, computer and technology resources, advising, counseling, and placement services) provided to other students in the institution? ***(Standard 5.10)***
2. Are prospective students in the institution’s allied health programs (such as Respiratory Therapy) **made aware of the physical capabilities** (**technical standards**) required for them to perform all mandated competencies? ***(Standard 5.02)***
3. Describe the **institution’s policies and procedures for maintaining student** **records** related to admission, advisement, counseling, and evaluation. **Where are these records kept?** Are there any provisions that allow **students to have access to their academic records?** What are your institution’s **policies regarding access** **to records by work-study students** [If applicable]? ***(Standard 5.11)***
4. How does your **institutions support online students’ access to resources** that are available to traditional students? (For example: library resources, student services, wellness programs, disability services)
5. Describe how **faculty are encouraged, mentored, and provided resources for professional development, mentoring and scholarship specifically related to online / distance learning.**

**[Program Director](#TABLE)**

1. Describe the **support you receive from administration with regard to continued professional growth of faculty**? **(*Standard 1.04*)**
2. How do you ensure that **appropriate supervision of students** is **provided at all locations** where instruction occurs? ***(Standard 5.09)***
3. Do any of your students have **laboratory instruction at sites outside of the main campus**? If so, how have you ensured that equipment provided in the laboratory space is **equivalent** to that in the campus laboratory? How have you ensured that **instructors in this lab** are providing instruction **equivalent** to that provided by instructors on the main campus? Do these students have access to learning support/materials similar to that of students on the main campus? ***(Standard 4.08)***
4. Do any of your students **attend clinical sites different from those of students on the main campus**? If so, how have you ensured that these **experiences are equivalent** to those of students on the main campus? How have you ensured that **supervision during clinicals is equivalent** to that of students on the main campus? ***(Standard 5.09)***
5. How do you determine that **security and personal safety measures** are **sufficient at all locations** where instruction occurs? ***(Standard 5.08)***
6. Is there a formal **affiliation agreement or memorandum of understanding** between your institution and **all other entities that participate in the education of** **respiratory students**? Do these agreements accurately describe the relationships, roles, and responsibilities of both the program’s sponsor and these entities? How do you ensure that all these agreements are up-to-date?

***(Standard 4.09)***

1. Is the **office space** allocated to the program sufficient? ***(Standard 2.01)***
2. Are the **financial resources** of the program adequate to enable achievement of the program goal(s) and outcomes? ***(Standard 2.01)***
3. How do you maintain regular and consistent **contact with your students and program faculty at all program locations**? Are any students taught at locations other than the main campus? **(*Standard 2.06*)**
4. Do you feel there is **sufficient faculty** to provide effective instruction in all settings/locations - **didactic, laboratory**, and **clinical**? **(*Standard 2.13*)**

What **mechanisms** do you use to ensure that **instructors at all locations are**:

**appropriately credentialed** for the content areas they teach,

**sufficiently knowledgeable** in subject matter through training and experience,

**effective in teaching** their assigned subjects? ***(Standard 2.13)***

1. Do you feel there is **sufficient administrative and clerical support staff** to help the program meet its goals and objectives? ***(Standard 2.15)***
2. Are optional **program goals reviewed annually** by the program’s Advisory Committee to ensure that they are useful to the program’s communities of interest and **compatible with the mission** of the sponsoring educational institution? ***(Standard 3.01)***
3. Do Key Personnel perform an annual review of optional program goals to ensure that they are compatible with the roles and functions of RRTs and that outcomes for these goals are being met? ***(Standard 3.02)***
4. Do you annually assess program resources using the **CoARC Personnel-Program Resource Survey**?***(Standard 2.16)***
5. Does the program **evaluate all mandated program competencies** for each student? Are the program competencies and evaluation methods **written and communicated** to all enrolled students? ***(Standard 3.05)***
6. How does the program ensure that **course content, learning experiences** (didactic, laboratory, and clinical), **and access to learning materials are** **equivalent for each student regardless of location**?
7. How does the program ensure that the **clinical component of the curriculum is sequentially integrated with didactic/laboratory instruction** at all program instructional sites? ***(Standard 4.01)***
8. Describe the methods used to ensure that the program’s collection of clinical sites provides sufficient breadth and depth of clinical exposure to **ensure the achievement of all clinical competencies by all students** in a given class. If some program students are taught at **off-campus locations**, how do you ensure that their **clinical experiences are equivalent** to main campus students? If **exposure to particular competencies is limited** to specific sites, describe the methods by which the program ensures that **exposure at these sites is sufficient for all students** to achieve the competencies. ***(Standard 4.09)***
9. Describe the **methods used** to ensure that students at **all program locations** have **access to** **equivalent course materials, laboratory equipment/supplies**, and **academic support** services. ***(Standard 4.08)***
10. *How are prospective students* ***made aware of the physical capabilities*** *(technical standards) required of a Respiratory Therapist?* ***(Standard 5.02)***

1. How is accurate and complete **information about the program disseminated** to prospective students **prior to admission and enrollment**? ***(Standard 5.02)***
2. Does the program publish and adhere to all federal and state required **non-discriminatory** **admission procedures**? Where are they published? ***(Standard 5.04)***
3. Describe the methods used to ensure that **students are acquainted with Respiratory Therapy as a profession/career,** and that guidance (for **both academic and personal concerns**) is available to **assist all program students** in understanding and abiding by **program policies and practices**. ***(Standard 4.02, 5.10)***
4. Describe the methods used to ensure that program **students have access to the academic support services** (e.g., library, computer and technology resources, advising, counseling, and placement services) **that are available to other students in the institution**. Does the program have any students who are **taught at locations outside of the main campus**? If so, how does the program ensure that these students have **access to academic support services equivalent** to those available to students on the main campus? ***(Standard 5.10)***
5. Describe the methods used to ensure that **all** program **students have timely access to faculty for academic assistance and counseling**. ***(Standard 5.10)***
6. Where does the **institution keep student records** documenting their learning progress, deficiencies and achievement of competencies? How long are these records maintained? Describe the institution’s **policies and procedures** **for maintaining student records related to admission, advisement, counseling, and disciplinary actions**. Where are these records kept? Are there any provisions that would allow **students to have access to their academic records**? What are your institution’s policies regarding **access to records by work-study students** [If applicable]? ***(Standard 5.11/5.12)***
7. If applicable for OCLS – who is directly responsible for the supervision of Off Campus Lab Sites? Does this include supervision of the laboratory instructors?

**[Director of Clinical Education](#TABLE)**

1. How do you maintain regular and consistent **contact with all program students, program faculty, andclinical affiliates**? **(*Standard 2.10*)**
2. How do you ensure that there is sufficient faculty **to provide effective instruction at each clinical site**; i.e. so that **student to faculty ratio** **is** **no greater than 6:1 for clinical instructors and 2:1 for preceptors**? **(*Standard 2.13*)**
3. Do you complete the **CoARC Personnel-Program Resource Survey** at least annually?  ***(Standard 2.16)***
4. Describe the **processes** used to ensure that all individuals who evaluate students in clinicals have been informed regarding their responsibilities, the program’s clinical policies and the use of program check-offs for student assessment? ***(Standard 2.13)***
5. How do you **evaluate the clinical sites and the preceptors** (when applicable) at each site? Does the program apply comparable evaluation processes to **all clinical sites** regardless of geographic location? ***(Standard 3.10)***
6. How do you ensure (a) that **preceptors are providing adequate observation and supervision** of student performance and (b) that they are providing **adequate feedback and mentoring** to students? ***(Standard 3.10)***
7. How does the program ensure that the **clinical component of the curriculum is sequentially integrated with didactic and laboratory instruction** and consistent with the overall instructional plan of the program? ***(Standard 4.01)***
8. How does the program ensure that, prior to graduation, each student has been **evaluated regarding the achievement of all defined program competencies, regardless of the teaching site location**? Are both the evaluation methods and these achievements **documented and communicated** to all enrolled students? ***(Standard 4.04)***
9. Describe the methods used to ensure that cumulative clinical education **experiences at program** **clinical sites are of sufficient quality and duration to enable students at all program locations to meet program goals** and acquire all the competencies needed **for clinical practice**. Describe the mechanisms in place to document the **progressive independence of the student** in the clinical setting. ***(Standard 4.08)***
10. Describe the methods used to ensure that **students at all program locations have access to similar course materials, laboratory equipment and materials, and academic support** services. ***(Standard 4.08)***
11. Describe the methods used to ensure that, during a given clinical rotation, **the clinical experiences are of sufficient quantity, quality and duration** for each student to meet the clinical objectives/competencies specified in the clinical syllabus for each location. ***(Standard 4.09)***
12. How do you determine that **sufficient practice time** and learning experience is available **during clinical rotations** to ensure that all students attain full clinical competence? ***(Standard 4.09)***
13. Are there formal, written, duly executed **agreements with all the program’s clinical** **sites**? How do you ensure that there are **sufficient** **clinical instructors/preceptors** for students at each site? Are there any circumstances in which **students** might be **required to secure their own clinical education sites** **or preceptors** for required clinical rotations? How/when are **students informed** about who will be **their preceptor (when applicable)** and how to contact this individual? ***(Standard 4.09)***
14. How does the program inform students and clinical supervisors that respiratory care **students must not be** **substituted for paid staff**? ***(Standard 5.09)***
15. Are students allowed to **complete clinical coursework while in an employee status** at any clinical facility? Can students receive any form of **remuneration in exchange for work** they perform incident to their clinical education coursework and experiences? ***(Standard 5.09)***

**[Medical Director](#TABLE)**

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

*(****Standard 2.16)***

**[Base Program Faculty](#TABLE)**

***For questions 1-8, they should be asked to provide the basis for their answers.***

1. Is adequate and **appropriate space** allocated for the program? ***(Standard 2.01)***
2. Are **instructional materials and supplies** sufficient to enable achievement of program goal(s) and outcomes? ***(Standard 2.01)***
3. Are **libraries/learning resources** for all program students (regardless of location)sufficient to enable achievement of program goal(s) and outcomes? ***(Standard 2.01)***
4. Is the **laboratory equipment** at all program locationsreadily available to students and sufficient to enable achievement of program goal(s) and outcomes? ***(Standard 2.01)***
5. Are the **financial resources of the program** sufficient to enable achievement of the program goal(s) and outcomes? ***(Standard 2.01)***
6. Do you feel the **PD provides regular and consistent contact** with both you and the students? **(*Standard 2.06*)**
7. Do you feel there is **sufficient faculty to provide effective instruction** for students in all three settings (**didactic, laboratory, and clinical** setting) regardless of student location? **(*Standard 2.13*)**
8. Do you feel there is **sufficient administrative and clerical support** staff to meet the program’s goals and objectives? ***(Standard 2.15)***
9. Do you **interact with the Medical Director to secure physician involvement** in student education? **(*Standard 2.11*)**
10. **Are you involved in reviewing program optional goals, (if applicable)**? ***(Standard 3.02)***
11. Do you complete the **CoARC Personnel-Program Resource Survey annually**?***(Standard 2.16)***
12. How do you **ensure that student evaluations related to your teaching activities** are conducted with sufficient frequency to keep the students apprised of their progress toward **achieving the** **curriculum competencies**, and to allow identification of learning deficiencies and the development of a means for their **remediation** in a reasonable time frame? ***(Standard 3.05)***
13. Are **written criteria for passing, failing, and progression** in the program provided to students? ***(Standard 3.05)***
14. How are the results of performance **evaluations** **communicated to each student**?  ***(Standard 3.05)***
15. Describe the **processes** used to ensure that all individuals who evaluate students in clinicals have been informed regarding their responsibilities, the program’s clinical policies and the use of program check-offs for student assessment? ***(Standard 2.13)***
16. Does the program **evaluate all defined program competencies for each student,** regardless of the student’s location? Are the program’s required competencies and evaluation methods documented and communicated to all enrolled students? ***(Standard 3.05)***
17. What **information** is **provided to students** **prior to each respiratory care course**? *(Answer should include such things as* *written course descriptions, content outlines (including topics to be presented), specific instructional objectives, learning outcomes, and evaluation procedures)* ***(Standard 4.03)***
18. What is the process for reviewing and revising **curricular content**? ***(Standard 4.03)***
19. How does the program ensure that **course content, learning experiences** (didactic, laboratory, and clinical), **and access to learning materials are equivalent for each student**, regardless of location? ***(Standard 4.08)***
20. How did you learn about the **faculty grievance procedure**? ***(Standard 5.06)***
21. Describe the methods used to ensure that **all students are acquainted with Respiratory Care as a career**. ***(Standard 4.02)***
22. Describe the methods used to ensure that **all** **program students have access to the same/similar academic support services** (e.g., library, computer, and technology resources, advising, counseling, and placement services) available to other students in the institution. ***(Standard 5.10)***
23. Describe the methods used to ensure that **all program students have timely access to faculty** for academic assistance and counseling. ***(Standard 5.10)***

**[Off Campus Lab Instructors](#TABLE)** (if applicable)

1. Do you think that the laboratory space provided for student instruction at your location is satisfactory? Do you think that the laboratory equipment is sufficient for the students to achieve the required competencies? ***(Standard 4.08)***
2. Do you think that student access to other learning materials (library, computer lab, etc.) is sufficient? ***(Standard 5.10)***
3. How are clinical sites, clinical instructors etc. selected for students at your location?

***(Standard 4.08)***

1. How do you provide remediation if needed? ***(Standard 3.05)***
2. Do students have access to equipment/supplies outside of scheduled laboratory hours? ***(Standard 2.01)***
3. How do you communicate with the Program Director and/or Director of Clinical Education? (Standards 2.06, 2.10) \*\*Should the OC Lab Instructor have contact with the DCE? Certainly, the PD, but not sure about the DCE specifically for lab issues. Maybe only need PD and Standard 2.06 here\*\*
4. Are you provided with a lab syllabus and course schedule? ***(Standard 3.05)***
5. What instruments and procedures are in place to evaluate student competency in the laboratory? ***(Standard 3.05)***
6. What training have you received on evaluation instruments, including ensuring consistency of evaluations between students? ***(Standard 2.13)***
7. What provisional plans are in place if equipment, supplies or space is not available on a scheduled lab day? ***(Standard 2.01)***
8. Are mannequins or a simulation lab available for instruction/practice? Virtual Reality or Immersion Simulation available? ***(Standard 2.01)***
9. What are the procedures for counseling students? ***(Standard 3.05)***
10. What do you do if you have a student who is not making progress? ***(Standard 3.05)***
11. How many students do you work with per lab session? ***(Standard 2.13)***
12. Do students go to clinicals on the same days as lab instruction? ***(Standard 4.09)***
13. How would you describe your role as a laboratory instructor? ***(Standard 2.13)***

**[Clinical Faculty](#TABLE)**

1. How does the **DCE provide regular and consistent contact** with both you and the students at your facility? **(*Standard 2.10*)**
2. How is **physician interaction and involvement** with respiratory students during clinicals achieved at your facility? How is this documented?  ***(Standard 2.11)***
3. Is there **sufficient faculty to provide effective instruction** at your facility? (i.e. is the respiratory student to clinical faculty ratio always **no greater than 6:1 and for preceptors no greater than 2:1**? **(*Standard 2.13*)**
4. Do you complete the **CoARC Personnel-Program Resource Survey** annually?  ***(Standard 2.16)***
5. Do you think that **students are aware of how well they are doing** in the program? How is this achieved? Does this system seem effective? ***(Standard 3.05)***
6. Are **written criteria for passing, failing, and progression** in the program provided to students? ***(Standard 3.05)***
7. How is your **evaluation of individual student performance** **communicated** to that student? ***(Standard 3.05)***
8. Describe the **processes** used to ensure that **all individuals who evaluate students in clinicals** have been informed regarding their responsibilities, the program’s clinical policies and the use of program check-offs for student assessment? ***(Standard 2.13)***
9. **How do you** **determine that** (a) you are **providing adequate observation and supervision** of student performance and (b) that you are providing **adequate feedback and mentoring** to the students? ***(Standard 3.10)***

1. How are specific **instructional objectives, learning outcomes, and evaluation procedures made known** to students **at the** **start** of each clinical respiratory care course? ***(Standard 4.03)***
2. How well is the **clinical component of the curriculum integrated with didactic and laboratory instruction**. Is it consistent with the overall instructional plan of the program? How is this assured? ***(Standard 4.01)***
3. Are the **clinical education experiences** at your facility of **sufficient quality and duration** to enable students to acquire the designated competencies? Describe the mechanisms in place to **document the progressive independence** of the student in the clinical setting at your facility. ***(Standard 4.01)***
4. How do you determine that **sufficient practice time and learning experiences** are provided at your facility to ensure that students attain the specified competencies? ***(Standard 4.08)***
5. Are you aware of a **formal, written, duly executed agreement** between the program and your facility? Are there **designated preceptors for students at your facility**? Are you aware of any circumstances in which **students were required to secure their own clinical education sites** or preceptors for required clinical rotations? How/when are students at your facility made aware as to **which therapist will be their preceptor** and how to contact this individual? ***(Standard 4.09)***
6. Have you ever seen **respiratory care students substituted for paid staff** at your facility? ***(Standard 5.09)***
7. Can respiratory **students complete clinical coursework while in an employee status** at your facility? Can **students receive any form of remuneration** in exchange for what they do related to their clinical education coursework and experiences at your facility? ***(Standard 5.09)***

**[Advisory Committee](#TABLE)**

1. Does the Advisory Committee (AC) **review and approve proposed substantive changes**?

***(Standard 1.07/3.04)***

1. Does the AC **review the program’s optional goal(s) on at least an annual basis**? Are the program’s goal(s) and learning domains representative of the needs of the communities of interest served by the program (students, graduates, faculty, college administration, employers, physicians, and the public)? ***(Standard 3.02)***
2. What information does the AC receive regarding **program outcomes and evaluations of instructional effectiveness**? ***(Standard 3.02)***
3. Has the Advisory Committee been **made aware of student instruction at sites** other than the main campus? Have the **methods designed to ensure equal learning opportunities** for students at these sites been **provided to the Committee**? ***(Standards 4.08/5.09)***
4. Do AC members complete pertinent portions of the annual **CoARC Personnel-Program Resource Survey**?***(Standard 2.16)***
5. Do AC members who represent employers try to ensure that the **CoARC Employer Survey** is completed when their employer has hired (a) program graduate(s)? ***(Standard 3.07)***
6. On what basis has the AC determined that the **length of the respiratory care program** is sufficient for students to acquire the expected knowledge and competencies? ***(Standard 3.04/4.04)***

# 

# [Students](#TABLE)

1. **What do you think about?**

a) The space allocated for the program? ***(Standard 2.01)***

b) The amount of instructional materials and supplies? ***(Standard 2.01)***

c) Adequacy of libraries/learning resources? ***(Standard 2.01)***

d) Access to and amount of laboratory equipment? ***(Standard 2.01)***

e) Your access to and contact with the PD? **(*Standard 2.06*)**

f) Your access to and contact with the DCE? **(*Standard 2.10*)**

g) Your Medical Director? **(*Standard 2.11*)**

h) The number of faculty in all the teaching venues: didactic, laboratory, and clinical setting? **(*Standard 2.13*)**

i) The adequacy of administrative and clerical support staff? ***(Standard 2.15)***

2. What is the **CoARC Student-Program Resource Survey**? Have you taken it each year? ***(Standard 2.16)***

3. **Do you know**: the required program competencies and evaluation methods? How well are you doing in the program? The grading criteria for each course? The criteria for passing, failing and progressing in the program? ***(Standard 3.05)***

1. **What do you think about:**

a) Written information about each course ***(Standard 4.03)***

b) Course sequencing ***(Standard 4.01)***

c) The length of the respiratory care program? ***(Standard 4.01)***

d) The clinical education experiences? ***(Standard 4.09)***

e) The amount of supervision, feedback and mentoring you receive during supervised clinical practice experiences? ***(Standard 3.10)***

f) The quantity and quality of the information about the program provided to you prior to admission and enrollment? ***(Standard 5.02)***

5. **Have the following been made known to you? *(Standard 5.02)***

a)The accreditation status of both the college and the program;

b)Admission and transfer policies;

d)Policies regarding advanced placement;

e)Academic and technical standards required for admission to the program;

f)Requirements for completion of each segment of the program;

g)All graduation requirements;

h)Academic calendar;

1. Academic credit required for program completion;

j) Estimates of tuition, fees and other costs related to the program;

k)Policies and procedures for student withdrawal, probation, suspension, and dismissal;

l) Policies and procedures for refunds of tuition and fees;

m)Policies that may allow student employment in clinical settings outside of formal educational activities outlined in the curriculum;

n)Policies and procedures for processing student grievances.

6. How were you treated during the **admissions process**? Are admission procedures non-discriminatory and followed as published? Where are they published? ***(Standards 5.02/5.04)***

7. What is the procedure for filing **student grievances**?***(Standard 5.05)***

1. Who makes the arrangements for **clinical** **sites** and **preceptors** for your required clinical rotations?
2. How do you find out **who will be your preceptor/instructor** and how to contact this person? ***(Standard 4.09)***
3. How do you feel about your **safety** **in all instructional areas** (i.e., classroom, laboratory, and clinical)? Are you informed, in advance, of clinical site health, safety or security policies? What is **HIPAA**? Have you had any HIPAA training? Who provided the training?***(Standard 5.08)***
4. Do you think you have ever been **substituted for paid staff** during a **clinical rotation**? ***(Standard 5.09)***
5. Does the program allow you to complete **clinical coursework** **while working as an employee** at a clinical site? Have you ever received any form of payment for procedures you performed during your clinical education coursework and experiences? ***(Standard 5.09)***
6. **What do you think about:** 
   1. The **information** you have received about **Respiratory Therapy as a career**? *(****Standard 4.02)***
   2. Your **access to academic support services** (e.g., library, computer and technology resources, advising, counseling, and placement services)? ***(Standard 5.10)***
   3. Your **access to faculty for assistance** and counseling regarding your academic concerns and problems?Does the program faculty have **office hours**? ***(Standard 5.10)***

**[Graduates](#TABLE)**

1. **What do you think about:**
   1. Space allocated for the program? ***(Standard 2.01)***
   2. The adequacy of: Instructional materials and supplies? Libraries/learning resources? **(Standard 2.01)**
   3. Access to and amount of laboratory equipment? ***(Standard 2.01)***
   4. Access to and contact with the PD? **(*Standard 2.06*)**
   5. Access to and contact with the DCE? **(*Standard 2.10*)**
   6. The Medical Director? How much interaction did you have with her/him? **(*Standard 2.11*)**
   7. The number of faculty in all teaching venues? **(*Standard 2.13*)**
   8. The adequacy of administrative and clerical support staff? ***(Standard 2.15)***
2. Did you complete the **CoARC Student-Program Resource Survey** while you were in the program? ***(Standard 2.16)***
3. Did you complete the **CoARC Graduate Survey**? ***(Standard* 3.07*)***
4. **Did you know**:
   1. How well you were doing in the program? ***(Standard* 3.05*)***
   2. Written criteria for passing, failing, and progression in the program? ***(Standard* 3.05*)***
5. **What did you think about:**
   1. Supervision, feedback and mentoring during clinicals? ***(Standard* 3.10**)
   2. Communication of required program competencies and relevant evaluation methods? ***(Standard* 3.05*)***
   3. Written course information available prior to each respiratory care course? ***(Standard 4.03)***

d) Course sequencing? ***(Standard* 4.01*)***

6. **What did you think about your preparation for**:

1. National credentialing examinations? ***(Standard 4.03)***
2. Interactions with diverse population groups? ***(Standard 4.05)***
3. Problem solving in the patient care setting? ***(Standard 4.06)***
4. Your competence regarding ethical decision-making and professional responsibilities?***(Standard 4.07)***

7. **What do you think about**:

a) The overall quality and duration of your clinical education? ***(Standard* 4.09*)***

b) Length of study? ***(Standard* 4.01*)***

c) Achievement of the clinical competencies required for each rotation? Overall clinical education? ***(Standard* 4.09*)***

d) Information provided prior to admission and enrollment? ***(Standard 5.02)***

e) Information provided regarding the accreditation status of both the college and the program; **(Standard 5.02)**

f) Admissions and transfer policies; ***(Standard 5.02)***

g) Policies regarding advanced placement; ***(Standard 5.02)***

1. Academic standards for admission; ***(Standard 5.02)***
2. Professional technical standards ***(Standard 5.02)***

j) Requirements for completion of each segment of the program; ***(Standards 4.01/5.02)***

k) Graduation requirements; ***(Standard 5.02)***

l) Academic calendar; ***(Standard 5.02)***

m) Academic credit required for program completion; ***(Standard 5.02)***

n) Estimates of tuition, fees and other costs related to the program; ***(Standard 5.02)***

o) Policies and procedures for student withdrawal, probation, suspension, and dismissal; ***(Standard 5.02)***

p) Policies and procedures for refunds of tuition and fees; ***(Standard 5.02)***

q) Policies related to student employment in clinical settings outside of formal educational activities outlined in the curriculum;***(Standard 5.02)***

r) Policies and procedures for processing student grievances.***(Standard 5.02)***

s) Treatment during the admissions process?  ***(Standards 5.02/5.04)***

1. **Who made the arrangements** for **clinical education sites** and preceptors for your required clinical rotations? How did you learn **who your preceptor was** and how to contact this person?

***(Standard 4.09)***

1. How did you feel about your **safety** in all instructional areas (i.e., classroom, laboratory, and clinical)? When were you informed, about clinical site health, safety or security policies? What is HIPAA? Have you had any HIPAA training? If so, who (i.e., program, school, or clinical site) provided the training?  ***(Standard 5.08)***
2. Do you think you were ever **substituted for paid staff** when you were on **clinical rotations**?

***(Standard 5.09)***

1. Did the program allow you **to complete clinical coursework while ~~in~~ working as an employee** at any clinical sites? Did you ever receive any form of payment for procedures you performed during your clinical education coursework and experiences? ***(Standard 5.09)***

13. **What did you think about**:

1. The information you received about Respiratory Therapy as a career? ***(Standard 4.02)***
2. Guidance for academic and personal/social concerns? ***(Standard* 5.10*)***

c) Access to academic support services (e.g., library, computer and technology resources? ***(Standard 5.11)***

d) Access to faculty? ***(Standard 5.10)***

**[General (Can be asked to all interview groups)](#TABLE)**

1. What are the strengths of this program? ***(Form C of SVRR)***
2. What areas of this program can be improved? ***(Form D of SVRR)***
3. If you could change the curriculum, what would you do? ***(Form D of SVRR)***
4. Do you have any additional comments? ***(Form E of SVRR)***
5. Do you think that student **opportunities for education were equivalent at all program sites**?