



SITE REVIEW INTERVIEW GUIDE- DA STANDARDS

Instructions to Site Visitors:

This guide is designed to provide site visitors with assistance in gathering and verifying program information and evidence relative to the *2015 CoARC Accreditation Standards for Degree Advancement Programs in Respiratory Care*.

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

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

Parenthetical Reference: 2015 CoARC Accreditation Standards for Degree Advancement Programs in Respiratory Care

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President/CEO/Consortium Chair

1. In what ways does your institution support the continued professional growth of distance education program faculty and staff? **(Standard DA1.4)**
2. Describe how your institution ensures that program policies apply to all students and faculty regardless of location of instruction. **(Standard DA1.5)**
3. Describe how your institution ensures adequate funding for the program to meet the goals/objectives of the program. **(Standard DA2.1)**
4. Describe how your institution ensures adequate academic resources (e.g., library, computer and technology resources, advising, counseling, and placement services) for the program to meet the goals/objectives of the program. **(Standard DA2.1)**
5. Describe how your institution ensures adequate physical (e.g., classroom/laboratory space) resources for the program to meet its goals/objectives. **(Standard DA2.1)**

Dean/Division Chair

1. Describe how your institution ensures that academic policies apply to all students and faculty regardless of the location of instruction? **(Standard DA1.5)**
2. Describe how your institution ensures a sufficient number of appropriately qualified faculty members, clinical preceptors (if applicable), administrative and technical support staff to meet the goals/objectives of the program. **(Standard DA2.7)**
3. In what ways does your institution support the Program Director's ability to carry out his or her administrative responsibilities for the program (which include the management, administration, continuous review and analysis, planning, development, and general effectiveness of the respiratory care program)? **(Standard DA2.3)**
4. If applicable, in what ways does your institution support the Director of Clinical Education's ability to carry out his or her administrative responsibilities for the program (which include the organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the respiratory care program)? **(Standard DA6.2)**
5. Describe how the program's goals are compatible with your institution's mission. **(Standard DA3.1/3.2)**
6. Do respiratory students have access to academic support services (e.g., library, computer and



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technology resources, advising, counseling, and placement services) that are provided to other students in the institution? **(Standard DA5.8)**

7. Describe the institution's policies and procedures, including location, for maintaining student records related to admission, advisement, counseling, and evaluation. Are there any provisions that would allow students to have access to their academic records? What are your institution's policies regarding access to records by work-study students [if applicable]? **(Standard DA5.9)**

Program Director

1. Describe the support you receive from administration with regard to continued professional growth and online pedagogy of faculty? **(Standard DA1.4)**
2. If applicable, describe how you ensure online examination procedures preserve academic integrity, plagiarism, quality, and fairness. **(Standard DA3.7)**
3. If applicable, describe how you ensure *that examination results will reflect each enrolled student's knowledge and competence in accordance with stated educational objectives and learning outcomes.* **(Standard DA3.7)**
4. If applicable, is there a formal affiliation agreement or memorandum of understanding between your institution and all other entities that participate in the education of the respiratory students? Do these agreements accurately describe the relationships, roles, and responsibilities between the sponsor and that entity? What is the process by which you ensure that such agreements are reviewed and maintained up-to-date? **(Standard DA1.2 and DA 6.8)**
5. Is adequate space allocated for program administration? **(Standard DA2.1)**
6. Are the financial resources of the program adequate to enable achievement of the program goal(s) and outcomes? **(Standard DA2.1)**
7. How do you maintain regular and consistent contact with your students and program faculty? **(Standard DA2.6)**
8. Do you feel there is sufficient faculty to provide effective instruction in the didactic, laboratory, and clinical setting (if applicable)? **(Standard DA2.7)**
9. What mechanisms do you use to ensure that instructors are appropriately credentialed for the content areas they teach, knowledgeable in subject matter through training and experience, and effective in teaching their assigned subjects? **(Standard DA2.7)**
10. Do you feel there is sufficient administrative and clerical support staff to meet the program's goals and objectives? **(Standard DA2.8)**



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11. Describe how program goals are reviewed annually by program personnel to ensure compatibility with the mission of the sponsoring educational institution. *(Standard DA3.2)*
12. Do you complete the CoARC Personnel-Program Resource Survey at least annually?
(Standard DA2.9)
13. Does the program employ student evaluation methods that measure all defined program competencies? Are the program competencies and evaluation methods written and communicated to all enrolled students? *(Standards DA3.5 and DA3.6)*
14. How does the program ensure that course content, online learning experiences (didactic, laboratory, and clinical, if applicable), and access to learning materials are equivalent for each student regardless of location? *(Standard DA4.10)*
15. If applicable, describe the methods used to ensure that each clinical site, or collection of sites, provides sufficient breadth and depth of clinical exposure to ensure achievement of all competencies. *(Standard DA6.9)*
16. Describe the methods used to ensure that students at various program locations have access to similar course materials, laboratory equipment and materials, and academic support services.
(Standard DA4.10)
17. How do students receive accurate and complete information about the program prior to admission and enrollment? *(Standard DA5.2)*
18. Are admission procedures non-discriminatory and followed as published? Where are they published?
(Standard DA5.4)
19. Describe the methods used to ensure that guidance (i.e., with academic concerns, personal/social concerns and career awareness) is available to assist students in understanding and abiding by program policies and practices. *(Standard DA5.8)*
20. Describe the methods used to ensure that students have access to the academic support services (e.g., library, computer and technology resources, advising, counseling, and placement services) that are provided to other students in the institution. *(Standard DA5.8)*
21. Describe the methods used to ensure that students have timely access to faculty for assistance and counseling regarding their academic concerns and problems. *(Standard DA5.8)*
22. Describe the institution's policies and procedures, including location, for maintaining student records related to admission, advisement, counseling, and evaluation. Are there any provisions that would allow students to have access to their academic records? What are your institution's policies



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regarding access to records by work-study students [If applicable]? *(Standard DA5.9)*

23. Does the program have/keep records of all programmatic evaluations for the program goal(s) and learning domains in sufficient detail to document learning progress, deficiencies and achievement of competencies? *(Standard DA5.10)*
24. How do you integrate the program ESLOs into your coursework? *(Standard DA3.4)*
25. How is mastery of ESLOs demonstrated? *(Standard DA3.5)*
26. Do you provide students with rubrics for the direct measures of mastery of the ESLOs? *(Standard DA3.5)*
27. What are the basic elements of your program's academic integrity plan? *(Standard DA3.7)*
28. How do you ensure that students do not cheat or plagiarize? *(Standard DA3.7)*

Director of Clinical Education *(IF NOT APPLICABLE, SKIP TO NEXT SECTION)*

1. How do you maintain regular and consistent contact with your students, program faculty, and clinical affiliates? *(Standard DA6.5)*
2. Is there sufficient faculty to provide effective instruction in the clinical setting? In clinical rotations, is the student to faculty ratio no greater than 6:1? *(Standard DA6.7)*
3. Do you complete the CoARC Personnel-Program Resource Survey at least annually? *(Standard DA2.9)*
4. Describe the processes that facilitate the development of inter-rater reliability among those individuals who perform student clinical evaluations. Does the program include inter-rater reliability measures in its clinical evaluation methods? When significant differences do occur, does the program have a plan of action for addressing these differences? *(Standard DA6.10)*
5. Describe the mechanisms in place for evaluating the clinical sites and preceptors. Does the program apply comparable evaluation processes to all clinical sites regardless of geographic location? *(Standard DA6.10)*
6. How do you ensure that preceptors are providing adequate observation and supervision of student performance while on supervised clinical practice experiences? Are they providing adequate feedback and mentoring to students? *(Standard DA6.10)*
7. Does the program employ student evaluation methods that measure all defined program competencies? Are the program competencies and evaluation methods written and communicated to all enrolled students? *(Standard DA6.10)*



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8. Is the clinical component of the curriculum sequential, integrated with didactic and laboratory instruction and consistent with the overall instructional plan of the program? How is this assured? ***(Standard DA6.10)***
9. Describe the methods to ensure that clinical education experiences at each clinical site are of sufficient quality and duration to enable students to meet program goals and acquire the competencies needed for clinical practice. Describe the mechanisms in place to document the progressive independence of the student in the clinical setting. ***(Standard DA6.10)***
10. Describe the methods to ensure that students at various program locations have access to similar course materials, laboratory equipment and materials, and academic support services. ***(Standard DA4.10)***
11. Describe the methods to ensure that clinical experiences are of sufficient quality and duration to meet the required clinical objectives/competencies identified in the clinical syllabi for each clinical rotation. ***(Standard DA6.10)***
12. How do you determine that sufficient practice time and learning experiences is provided during clinical rotations to ensure that students attain clinical competence? ***(Standard DA6.10)***
13. Are there formal written, duly executed agreements with all clinical education sites for students? Are there designated preceptors for students at each site? Are students required to secure their own clinical education sites or preceptors for required clinical rotations? Are students informed at each clinical site which instructional faculty member is serving in the preceptor role and how to contact this faculty member? ***(Standards DA6.8)***
14. Does the program include a service work statement in the program materials available to both students and clinical supervisors, stating that respiratory care students must not be substituted for paid staff? ***(Standard DA6.11)***
15. Do students complete clinical coursework while in an employee status at a clinical affiliate? Do students receive any form of remuneration in exchange for work they perform incident to their clinical education coursework and experiences? ***(Standard DA6.11)***

Medical Advisor ***(IF NOT APPLICABLE, SKIP TO NEXT SECTION)***

1. What are your responsibilities as the Medical Advisor? ***(Standard DA6.6)***
2. How do you ensure that students have adequate physician interaction? ***(Standard DA6.6)***



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3. What is your interaction with the Director of Clinical Education to assure physician input at all clinical sites? ***(Standard DA6.6)***
4. What is your involvement with the program's Advisory Committee? ***(Standard DA6.6)***
5. Do you complete the CoARC Personnel-Program Resource Survey at least annually?
(Standard DA2.9)

Program Faculty

1. Is adequate and appropriate space allocated for the program? How is this determined?
(Standard DA2.1)
2. Are instructional materials and supplies adequate? ***(Standard DA2.1)***
3. Are libraries/learning resources adequate to enable achievement of program goal(s) and outcomes?
(Standard DA2.1)
4. Is the laboratory equipment readily available and sufficient to enable achievement of the program goal(s) and outcomes? ***(Standard DA2.1)***
5. Are the financial resources of the program adequate to enable achievement of the program goal(s) and outcomes? ***(Standard DA2.1)***
6. Do you feel the PD provides regular and consistent contact with both you and students?
(Standard DA2.6)
7. Do you feel there is sufficient faculty to provide effective instruction in the didactic, laboratory, and clinical setting? ***(Standard DA2.7)***
8. If applicable, what is your interaction with the Medical Advisor to assure physician involvement in student education? ***(Standard DA6.6)***
9. Do you feel there is sufficient administrative and clerical support staff to meet the program's goals and objectives? ***(Standard DA2.8)***
10. What involvement do you have in reviewing program goals? ***(Standard DA3.2)***
11. Do you complete the CoARC Personnel-Program Resource Survey at least annually?
(Standard DA2.9)
12. How do you ensure that evaluations are conducted with sufficient frequency to keep students



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apprised of their progress toward achieving the curriculum competencies, and to allow immediate identification of learning deficiencies and the development of a means for their remediation in a reasonable time frame? *(Standards DA3.4 and DA3.5)*

13. Are written criteria for passing, failing, and progression in the program provided to students? *(Standards DA3.4 and DA3.5)*
14. What are the processes by which the evaluation of student performance is communicated to that student? *(Standards DA3.4 and DA3.5)*
15. If applicable, describe the processes that facilitate the development of inter-rater reliability among those individuals who perform student clinical evaluations. Does the program include inter-rater reliability measures in its clinical evaluation methods? When significant differences do occur, does the program have a plan of action for addressing these differences? *(Standard DA6.10)*
16. Does the program employ student evaluation methods that measure all defined program competencies? Are the program competencies and evaluation methods written and communicated to all enrolled students? *(Standards DA3.4 and DA3.5)*
17. Are written course descriptions, content outlines, including topics to be presented, specific instructional objectives, learning outcomes, and evaluation procedures provided to students at the initiation of each professional course? *(Standard DA3.5)*
18. How often is curricular content (written course descriptions, content outlines, including topics to be presented, specific instructional objectives, expected student learning outcomes, and evaluation procedures for each respiratory care course) reviewed and revised to accurately reflect instruction being provided as well as new concepts and techniques taught in the program? *(Standard DA3.5)*
19. How does the program ensure that course content, learning experiences (didactic, laboratory, and clinical, if applicable), and access to learning materials are substantially equivalent for each student regardless of location? *(Standard DA4.10)*
20. Has the faculty grievance procedure been made known to you? By what means? *(Standard DA5.6)*
21. Describe the methods used to ensure that guidance (i.e., with academic concerns, personal/social concerns and career awareness) is available to assist students in understanding and abiding by program policies and practices. *(Standard DA5.8)*
22. Describe the methods used to ensure that students have access to the academic support services (e.g., library, computer and technology resources, advising, counseling, and placement services) that are provided to other students in the institution. *(Standard DA5.8)*
23. Describe the methods used to ensure that students have timely access to faculty for assistance and counseling regarding their academic concerns and problems. *(Standard DA5.8)*



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24. Does the program have/keep records of all programmatic evaluations for the program goal(s) and learning domains in sufficient detail to document learning progress, deficiencies and achievement of competencies? **(Standard DA5.10)**
25. How do you integrate the program ESLOs into your coursework? **(Standard DA3.4)**
26. How is mastery of ESLOs demonstrated? **(Standard DA3.5)**
27. Do you provide students with rubrics for the direct measures of mastery of the ESLOs? **(Standard DA3.5)**
28. What are the basic elements of your program's academic integrity plan? **(Standard DA3.7)**
29. How do you ensure that students do not cheat or plagiarize? **(Standard DA3.7)**

Online Instructors

1. Describe the guidelines used by faculty in the development of your online courses. **(Standard DA4.1)**
2. How are any issues you may have with the LMS resolved? **(Standard DA5.8)**
3. What strategies do you use to engage students in online education activities? **(Standard DA2.6,2.7)**
4. What activities/strategies do you use to help students feel connected? **(Standard DA2.6,2.7)**
5. How do you handle AWOL students? **(Standard DA1.5)**
6. How do you handle online test security? **(Standard DA3.7)**
7. What measures are taken to prevent cheating/plagiarism? **(Standard DA3.7)**
8. Do online students have equal access to student services – academic counseling, writing center, disability office, mental health counseling, library, IT? **(Standard DA4.10)**
9. How are students oriented to your LMS / courses? **(Standard DA4.1)**
10. How are students oriented to the availability of services? **(Standard DA1.5)**
11. What is (are) the biggest challenge(s) for delivery of online education? **(Subjective question, not tied to a standard)**



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12. How do you integrate the program ESLOs into your coursework? *(Standard DA3.4)*
13. How is mastery of ESLOs demonstrated? *(Standard DA3.5)*
14. Do you provide students with rubrics for the direct measures of mastery of the ESLOs?
(Standard DA3.5)
15. What are the basic elements of your program's academic integrity plan? *(Standard DA3.7)*
16. How do you ensure that students do not cheat or plagiarize? *(Standard DA3.7)*

Clinical Faculty *(IF NOT APPLICABLE, SKIP TO NEXT SECTION)*

1. Do you feel the DCE provides regular and consistent contact with both you and the students at your facility? *(Standard DA6.2)*
2. What is the direct physician interaction and involvement with respiratory students for the clinical experiences at your facility? How is this documented? *(Standard DA6.6)*
3. Is there sufficient faculty to provide effective instruction at your facility? *(Standard DA6.9)*
4. Do you complete the CoARC Personnel-Program Resource Survey at least annually?
(Standard DA2.9)
5. Are evaluations conducted with sufficient frequency to keep students apprised of their progress toward achieving the curriculum competencies, and to allow immediate identification of learning deficiencies and the development of a means for their remediation in a reasonable time frame?
(Standards DA3.4 and DA3.5)
6. Are written criteria for passing, failing, and progression in the program provided to students?
(Standards DA3.4 and DA3.5)
7. What are the processes by which the evaluation of individual student performance is communicated to students? *(Standards DA3.4 and DA3.5)*
8. How do you participate in program inter-rater reliability measures for evaluating students at your facility? When significant differences in evaluations do occur, does the program address these differences with you? *(Standard DA6.10)*
9. How do you provide adequate observation and supervision of student performance while on supervised clinical practice experiences? Are you providing adequate feedback and mentoring to students? *(Standard DA6.10)*
10. Are written course descriptions, content outlines, including topics to be presented, specific instructional objectives, learning outcomes, and evaluation procedures provided to students at the



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initiation of each clinical respiratory care course? *(Standard DA6.10)*

11. Is the clinical component of the curriculum sequential, integrated with didactic and laboratory instruction and consistent with the overall instructional plan of the program? How is this assured? *(Standard DA6.10)*
12. Are the clinical education experiences at your facility of sufficient quality and duration to enable students to meet program goals and acquire the competencies needed for clinical practice? Describe the mechanisms in place to document the progressive independence of the student in the clinical setting at your facility. *(Standard DA6.10)*
13. How do you determine that sufficient practice time and learning experiences is provided at your facility to ensure that students attain clinical competence? *(Standard DA6.10)*
14. Is there a formal written, duly executed agreement between the program and your facility? Are there designated preceptors for students at your facility? Are students required to secure their own clinical education sites or preceptors for required clinical rotations? Are students informed at your facility which instructional faculty member is serving in the preceptor role and how to contact this faculty member? *(Standards DA6.8)*
15. Are respiratory care students substituted for paid staff at your facility? *(Standard DA6.11)*
16. Do students complete clinical coursework while in an employee status at your facility? Do students receive any form of remuneration in exchange for work they perform incident to their clinical education coursework and experiences at your facility? *(Standard DA6.11)*

Advisory Committee

1. When indicated, are proposed substantive changes reviewed and approved? *(Standard DA3.3)*
2. Are the program's goal(s) and learning domains representative of the needs of the communities of interest served by the program (students, graduates, faculty, college administration, employers, physicians, and the public)? *(Standard DA3.3)*
3. Are the program outcomes, instructional effectiveness, and planned response(s) to changes in program goals reviewed and evaluated at least annually? *(Standard DA3.3)*
4. Do you complete the CoARC Personnel-Program Resource Survey at least annually? *(Standard DA2.9)*
5. Do you feel that the length of study in the respiratory care program is sufficient for students to acquire the expected knowledge and competencies? *(Standard DA4.9)*



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6. What role did you play in the development of the program's expected student learning outcomes?
(Standard DA 3.3)
7. Do the competencies defined in the program expected student learning outcomes increase the value of the graduates in the clinical environment? *(Standard DA 3.3)*

Students

1. Is adequate and appropriate space allocated for the program? *(Standard DA2.1)*
2. Are instructional materials and supplies adequate? *(Standard DA2.1)*
3. Are libraries/learning resources adequate? *(Standard DA2.1)*
4. Are technology resources and the content management system adequate? *(Standard DA2.1)*
5. Is the laboratory equipment readily available and sufficient? *(Standard DA2.1)*
6. Do you feel the PD provides regular and consistent contact with you? *(Standard DA2.6)*
7. If applicable, do you feel the DCE provides regular and consistent contact with you?
(Standard DA6.5)
8. If applicable, what is your interaction with the Medical Advisor? *(Standard DA6.6)*
9. If applicable, do you feel there is sufficient faculty to provide effective instruction in the didactic, laboratory, and clinical setting? *(Standard DA2.7)*
10. Do you feel there is sufficient administrative and clerical support staff? *(Standard DA2.8)*
11. Did you complete the CoARC Student-Program Resource Survey at least annually? *(Standard DA2.9)*
12. Are evaluations of you conducted with sufficient frequency to keep you apprised of your progress toward achieving the curriculum competencies and to allow immediate identification of learning deficiencies? *(Standards DA3.4 and DA3.5)*
13. Are written criteria for passing, failing, and progression in the program provided to you?
(Standards DA3.4 and DA3.5)
14. Are grading criteria clearly defined for each course, communicated to you, and applied consistently?
(Standards DA3.4 and DA3.5).
15. If applicable, do you feel that the online examinations were administered appropriately, fairly, and securely? *(Standard DA3.7)*



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16. If applicable, are you provided with adequate observation and supervision of your performance while on supervised clinical practice experiences? Are you provided with adequate feedback and mentoring? ***(Standard DA6.10)***
17. Are program competencies and evaluation methods written and communicated to you?
(Standards DA3.4 and DA3.5)
18. Are written course descriptions, content outlines, including topics to be presented, specific instructional objectives, learning outcomes, and evaluation procedures provided to you at the initiation of each professional course? ***(Standard DA3.5)***
19. Do you feel the courses you took were provided in an appropriate sequence? If not, what could be changed? ***(Standard DA3.5)***
20. Do you feel that the length of study in the respiratory care program is sufficient for you to acquire the expected knowledge and competencies? ***(Standard DA4.9)***
21. If applicable, are the clinical education experiences of sufficient quality and duration to enable you to acquire the competencies needed for clinical practice? ***(Standard DA6.10)***
22. If applicable, describe how you feel about your competence when you are in the clinical setting. Is sufficient practice time and learning experiences provided to you to ensure that you attain clinical competence? ***(Standard DA6.10)***
23. Did you receive accurate and complete information about the program prior to admission and enrollment? Where is this information published? ***(Standard DA5.2)***
24. Have the following been made known to you?
 - a) The college's institutional and programmatic accreditation status;
 - b) Admissions and transfer policies;
 - c) Policies regarding advanced placement;
 - d) Required academic and technical standards;
 - e) All graduation requirements;
 - f) Academic calendar;
 - g) Academic credit required for program completion;
 - h) Estimates of tuition, fees and other costs related to the program;
 - i) Policies and procedures for student withdrawal, probation, suspension, and dismissal;
 - j) Policies and procedures for refunds of tuition and fees;
 - k) Policies that may allow students to work in clinical settings outside of formal educational activities outlined in the curriculum;
 - l) Policies and procedures for processing student grievances. ***(Standard DA5.2)***
25. Are admission procedures non-discriminatory and followed as published? Where are they published?



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(Standards DA5.2 and DA5.4)

26. Do you believe that you were dealt with openly and fairly during the admissions process?
(Standard DA5.2 and DA 5.4)
27. Has the procedure for filing student grievances been made available to you? *(Standard DA5.5)*
28. If applicable, are you required to secure your own clinical education sites or preceptors for required clinical rotations? Are you informed of which instructional faculty member is serving in the preceptor role and how to contact this faculty member? *(Standard DA6.9)*
29. Do you feel the college provides a safe environment for learning in all instructional areas (i.e., classroom, laboratory, and clinical, if applicable)? Are you informed, in advance, of clinical site health, safety or security policies, if applicable? Do you participate in and complete HIPAA training? If so, who (i.e., program, school, or clinical site, if applicable) provides the training? *(Standard DA6.11)*
30. If applicable, are you substituted for paid staff when you are on clinical rotations? *(Standard DA6.11)*
31. If applicable, do you complete clinical coursework while in an employee status at any clinical sites? Do you receive any form of remuneration in exchange for work you perform incident to your clinical education coursework and experiences? *(Standard DA6.11)*
32. Is adequate guidance (i.e., with academic concerns, personal/social concerns and career awareness) available to assist you in understanding and abiding by program policies and practices?
(Standard DA5.8)
33. Is there adequate access to academic support services (e.g., library, computer and technology resources, advising, counseling, and placement services)? *(Standard DA5.8)*
34. Is there adequate and timely access to faculty for assistance and counseling regarding your academic concerns and problems? Does the program faculty have office hours? *(Standard DA5.8)*
35. Were the program's expected student learning outcomes made known to you before you started the program? *(Standard DA3.7)*
36. Do your courses have learning materials and assignments that help you develop the competencies defined in the programs expected student learning outcomes? *(Standard DA3.7)*
37. How are the program's expected student learning outcomes assessed? *(Standard DA3.7)*
38. Were you made aware of the program's academic integrity plan? *(Standard DA3.7)*
39. How did the program ensure that students did not plagiarize? *(Standard DA3.7)*



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40. How did the program ensure the security of exams? *(Standard DA3.7)*

Graduates

1. Was adequate and appropriate space allocated for the program? *(Standard DA2.1)*
2. Were instructional materials and supplies adequate? *(Standard DA2.1)*
3. Were libraries/learning resources adequate? *(Standard DA2.1)*
4. Were technology resources and the content management system adequate? *(Standard DA2.1)*
5. Was the laboratory equipment readily available and sufficient? *(Standard DA2.1)*
6. Did you feel the PD provided regular and consistent contact with you? *(Standard DA2.6)*
7. If applicable, did you feel the DCE provided regular and consistent contact with you?
(Standard DA6.5)
8. If applicable, what was your interaction with the Medical Advisor? *(Standard DA6.6)*
9. Do you feel there was sufficient faculty to provide effective instruction in the didactic, laboratory, and clinical setting (if applicable)? *(Standard DA2.7 and DA6.10)*
10. Do you feel there was sufficient administrative and clerical support staff? *(Standard DA2.13)*
11. Did you complete the CoARC Student-Program Resource Survey while you were in the program? *(Standard DA2.9)*
12. Were evaluations of you conducted with sufficient frequency to keep you apprised of your progress toward achieving the curriculum competencies and to allow immediate identification of learning deficiencies? *(Standards DA3.4 and DA3.5)*
13. Were written criteria for passing, failing, and progression in the program provided to you?
(Standards DA3.4 and DA3.5)
14. Was grading criteria clearly defined for each course, communicated to you, and applied consistently?
(Standards DA3.4, DA3.5, and DA3.6) Did you complete the CoARC Graduate Survey following graduation? *(Standard DA3.6)*
15. If applicable, were you provided with adequate observation and supervision of your performance while on supervised clinical practice experiences? Were you provided with adequate feedback and



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mentoring? *(Standard DA6.10)*

16. How were program competencies and evaluation methods written and communicated to you?
(Standards DA3.4 and DA3.5)
17. Were written course descriptions, content outlines, including topics to be presented, specific instructional objectives, learning outcomes, and evaluation procedures provided to you at the initiation of each professional course? *(Standard DA3.4 and DA3.4)*
18. Do you feel the courses you took were provided in an appropriate sequence? If not, what could be changed? *(Standard DA3.5)*
19. If applicable, was the curriculum consistent with the material covered in the national specialty credentialing examinations? *(Standard DA4.3 and DA4.4)*
20. Did you feel, at the time of graduation, that you were competent in demonstrating a high level of responsibility, ethical practice, and sensitivity to diversity, and adherence to legal and regulatory requirements? *(Standard DA4.5)*
21. Did you feel, at the time of graduation, that you were competent in interpersonal and inter-professional communication skills to effectively interact with diverse population groups?
(Standard DA4.6)
22. If applicable, did you feel, at the time of graduation, that you were competent in practice-based research? *(Standard DA4.7)*
23. If applicable, did you feel, at the time of graduation, that you were competent in the application of professional leadership skills? *(Standard DA4.8)*
24. Do you feel that the length of study in the respiratory care program was sufficient for you to acquire the expected knowledge and competencies? *(Standard DA4.9)*
25. If applicable, did each of your clinical rotations provide sufficient breadth and depth of clinical exposure to ensure achievement of the clinical competencies required for that rotation?
(Standard DA6.10)
26. If applicable, was your overall clinical education of sufficient quality and duration to enable you to acquire the competencies needed for clinical practice? *(Standard DA6.10)*
27. If applicable, describe how you felt about your competence when you were in the clinical setting. Was sufficient practice time and learning experiences provided to you to ensure that you attain clinical competence? *(Standard DA6.10)*
28. If applicable, did you feel that the online examinations were administered appropriately, fairly, and



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securely? *(Standard DA3.7)*

29. Did you receive accurate and complete information about the program prior to admission and enrollment? *(Standard DA5.2)*
30. Had the following been made known to you?
- a) The college's institutional and programmatic accreditation status;
 - b) Admissions and transfer policies;
 - c) Policies regarding advanced placement;
 - d) Required academic and technical standards;
 - e) All graduation requirements;
 - f) Academic calendar;
 - g) Academic credit required for program completion;
 - h) Estimates of tuition, fees and other costs related to the program;
 - i) Policies and procedures for student withdrawal, probation, suspension, and dismissal;
 - j) Policies and procedures for refunds of tuition and fees;
 - k) Policies that may allow students to work in clinical settings outside of formal educational activities outlined in the curriculum;
 - l) Policies and procedures for processing student grievances. *(Standard DA5.2)*
31. Were admission procedures non-discriminatory and followed as published?
(Standards DA5.2 and DA5.4)
32. Do you believe that you were dealt with openly and fairly during the admissions process?
(Standard DA5.4)
33. Was the procedure for filing student grievances made available to you? *(Standard DA5.5)*
34. If applicable, were you required to secure your own clinical education sites or preceptors for required clinical rotations? Were you informed of which instructional faculty member was serving in the preceptor role and how to contact this faculty member? *(Standard DA6.10)*
35. How do you feel the college provides a safe environment for learning in all instructional areas (i.e., classroom, laboratory, and clinical, if applicable)? Were you informed, in advance, of clinical site health, safety or security policies? Did you participate in and complete HIPAA training? If so, who (i.e., program, school, or clinical site) provided the training? *(Standard DA6.9)*
36. If applicable, were you substituted for paid staff when you were on clinical rotations?
(Standard DA6.12)
37. If applicable, did you complete clinical coursework while in an employee status at any clinical sites? Did you receive any form of remuneration in exchange for work you performed incident to your clinical education coursework and experiences? *(Standard DA6.11)*



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38. Was adequate guidance (i.e., with academic concerns, personal/social concerns and career awareness) available to assist you in understanding and abiding by program policies and practices? ***(Standard DA5.8)***
39. Was there adequate access to academic support services (e.g., library, computer and technology resources, advising, counseling, and placement services)? ***(Standard DA5.8)***
40. Was there adequate and timely access to faculty for assistance and counseling regarding your academic concerns and problems? Did the program faculty have office hours? ***(Standard DA5.8)***
41. How do you feel the mastery of the programs expected student learning outcomes were fairly assessed? ***(Standard DA3.8)***
42. How are the programs expected student learning outcomes relevant to your practice and professional development? ***(Standard DA3.8)***

IT / Library Support

1. How do you support the program? ***(Standard DA5.8)***
2. Can you identify particular strengths of the program? ***(Subjective question, not tied to a standard)***
3. Is there anything unique about your partnership with the program? ***(Subjective question, not tied to a standard)***
4. Are there additional resources that the Program needs to maximize the partnership? ***(Subjective question, not tied to a standard)***
5. Is there anything in your area that you need to support the RC Program? ***(Subjective question, not tied to a standard)***

General (Can be asked to all interview groups)

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