

Respiratory Care Program-- Florida SouthWestern State College
Advisory Board Meeting
A-214
May 31, 2024
Agenda

1. Welcome and Introductions
 - a. New members of board
2. Overview of 2023 Graduate Outcomes
 - a. 13 graduates
 - b. Placement statistics (100%) of those eligible
 - c. Certification and Registry statistics (2023 RRT 92%)
3. Classes of 2024 and 2025
 - a. 2024 – 16 scheduled to graduate, pinning June 21, 2024
2025 – 20 (1 recycling)
2026 – app deadline passed, interviews in progress
 - b. Kettering review scheduled June 24-26
 - c. Retention statistics
 - d. Recruitment/admissions
4. Human Resources
 - a. New org chart
 - b. Program Coordinator
 - c. Clinical Associates
5. Physical Resources
 - a. Simulation Centers/lab
 - b. Rist Family Foundation gift
6. Clinical resources
 - a. Sites
 - b. CAs
7. Program Goals/Curriculum/Program Review
 - a. CVT split
 - b. Changing credits and curriculum
8. Graduate and Students Perspective
 - a. Graduate
 - b. 2nd year
 - c. 1st year.
 - d. Surveys
9. CoARC Accreditation Status
 - a. Continuing to meet or exceed all thresholds
 - b. Report of Current Status
 - c. Distinguished RRT Credentialing Success Award (10 years in a row)
10. Continuing Education
 - a. Suncoast Pulmonary Symposium
 - b. Intubation Programs
 - c. Development of new programs
11. BS program
 - a. Enrollment
 - b. courses
 - c. future plan
12. Open Discussion

		Totals										
		1	2	3	4	5	6	7	8	9	10	11
Evaluation Items												
BACKGROUND INFORMATION												
Type of employment at time of evaluation:												
RRT												
Credentialed Status												
KNOWLEDGE BASE (Cognitive Domain)												
5	5	4	4	4	4	5	5	4	4	4	4	5
Acquire and evaluate data to assess the appropriateness of prescribed respiratory care. (4.03)												
5	5	4	4	4	4	4	4	4	4	4	4	5
Participate in the development and modification of respiratory care plans in a variety of settings. (4.03)												
5	5	4	4	4	4	5	5	4	4	4	4	4
Initiate appropriate therapeutic interventions, monitor patient responses and modify therapy to achieve goals. (4.03)												
5	5	4	4	4	4	4	4	4	4	4	4	4
Promote cardiopulmonary wellness, disease prevention and disease management in a variety of settings. (4.03)												
5	5	5	4	4	4	5	5	4	4	4	4	4
Provide patient, family and community education. (4.03)												
5	5	5	4	4	4	4	4	4	4	4	4	5
Encourage evidence-based practice by using established clinical practice guidelines. (4.03)												
5	5	4.33	4	4	4	4.5	4.5	4	4	4	4	4.5
CLINICAL PROFICIENCY (Psychomotor Domain)												
5	5	4	4	4	4	5	5	4	4	4	4	4
Demonstrate the clinical competencies required for entry into practice. (4.11)												
5	5	5	4	4	4	5	5	4	5	4	4	5
Perform the therapeutic procedures and modalities required on the job in a safe and effective manner. (4.04)												
5	5	5	4	4	4	4	4	4	4	4	4	4
Perform the diagnostic procedures required on the job in a safe and effective manner. (4.04)												
5	5	4	4	4	4	4	4	4	4	4	4	5
Apply problem-solving strategies in the patient care setting. (4.06)												
5	5	4.5	4	4	4	4.5	4.25	4	4	4	4	4.5
BEHAVIORAL SKILLS (Affective Domain)												
5	5	4	4	4	4	5	5	4	4	4	3	5
Demonstrate effective oral communication skills. (4.05)												
5	5	4	4	4	4	5	5	4	4	4	4	5
Demonstrate effective written communication skills. (4.05)												
5	5	4	4	4	4	5	5	4	4	4	4	5
Communicate effectively in a variety of patient care settings. (4.05)												
5	5	5	4	4	4	5	5	4	4	4	3	5
Interact effectively with other members of the healthcare team. (4.05)												
5	5	5	4	4	4	5	5	4	4	4	3	5
Communicate effectively in diverse groups while respecting beliefs and values of all persons, regardless of cultural background, religion, age or lifestyle. (4.05)												
5	5	4	4	4	4	4	4	4	4	4	4	4
Think critically (i.e. apply knowledge, provide appropriate patient care and adapt to changes in clinical conditions). (4.06)												
5	5	5	4	4	4	5	5	4	4	4	5	4.33
Conduct his/herself in an ethical and professional manner. (4.07)												
5	5	5	4	4	4	5	5	4	4	5	5	4.5
Recognize the importance of earning the professional credential (i.e. CRT or RRT) required for entry into practice. (4.07)												
5	5	4.5	4	4	4	4.88	4.38	4.88	4	4	3.75	4.88
PROGRAM LENGTH												
5	5	5	4	4	4	5	5	4	4	4	4	4
The program appears of sufficient quality and duration for the graduate to acquire the knowledge and competencies necessary for his/her job. (4.08)												
5	5	5	4	4	4	5	5	4	4	4	4	4.25
OVERALL RATING												
OVERALL RATING OF THE GRADUATE:												
5	5	4	4	4	4	4	4	4	4	4	4	4
5	5	4	4	4	4	4	4	4	4	4	4	4
5	5	4.45	4	4	4	4.4	4.45	4	4	3.9	4.6	4.25

CoARC Graduate Survey

Report creation date: 05/24/2024

Date Range: From 03/01/2024 Through 05/24/2024

1	Evaluations										Totals	Evaluation Items
	2	3	4	5	6	7	8	9	10			
BACKGROUND INFORMATION												
Full-Time RRT	Full-Time RRT	Full-Time RRT	Full-Time RRT	Full-Time RRT	Full-Time RRT	Full-Time RRT	Full-Time RRT	Full-Time RRT	Full-Time RRT	Per-Diem RRT		Type of employment at time of evaluation:
5	5	5	5	5	5	5	5	5	5	5		Credential Status:
5	5	5	5	5	5	5	5	5	5	5		KNOWLEDGE BASE (Cognitive Domain)
5	5	5	5	5	5	5	5	5	5	5		Acquire and evaluate data to assess the appropriateness of prescribed respiratory care. (4.03)
5	5	5	5	5	5	5	5	5	5	5		Participate in the development and modification of rc plans in a variety of settings. (4.03)
5	5	5	5	5	5	5	5	5	5	5		Initiate appropriate therapeutic interventions, monitor patient responses and modify therapy to achieve goals. (4.03)
5	5	5	5	5	5	5	5	5	5	5		Promote cardiopulmonary wellness, disease prevention and disease management in a variety of settings. (4.03)
5	5	4	5	5	5	5	5	5	5	4		Provide patient, family and community education. (4.03)
5	5	5	5	5	5	5	5	5	5	5		Encourage evidence-based practice by using established clinical practice guidelines. (4.03)
5	5	4.83	5	5	5	5	5	4.5	4.17	4.67		4.82
CLINICAL PROFICIENCY (Psychomotor Domain)												
5	5	5	5	5	5	5	5	5	5	5		Acquire the clinical competencies required for entry into practice. (4.11)
5	5	5	5	5	5	5	5	5	5	5		Perform the therapeutic procedures and modalities required on the job in a safe and effective manner. (4.04)
5	5	5	5	5	5	5	5	5	5	5		Perform the diagnostic procedures required on the job in a safe and effective manner. (4.04)
5	5	5	5	5	5	5	5	5	5	5		Apply problem-solving strategies in the patient care setting. (4.06)
5	5	5	5	5	5	5	5	4.75	4.5	5		4.93
BEHAVIORAL SKILLS (Affective Domain)												
5	5	5	5	5	5	5	5	5	5	4		Develop effective oral communication skills. (4.05)
5	5	5	5	5	5	5	5	5	3	4		Develop effective written communication skills. (4.05)
5	5	5	5	5	5	5	5	4	4	4		Communicate effectively in a variety of patient care settings. (4.05)
5	5	5	5	5	5	5	5	4	4	4		Interact effectively with other members of the healthcare team. (4.05)
5	5	5	5	5	5	5	5	5	4	4		Communicate effectively in diverse groups while respecting beliefs and values of all persons, regardless of cultural background, religion, age or lifestyle. (4.05)
5	5	5	5	5	5	5	5	5	5	4		Think critically (i.e. apply knowledge, provide appropriate patient care and adapt to changes in clinical conditions). (4.06)
5	5	5	5	5	5	5	5	5	5	5		Conduct myself in an ethical and professional manner. (4.07)
5	5	5	5	5	5	5	5	5	5	5		Recognize the importance of earning the professional credential (i.e. CRT or RRT) required for entry into practice. (4.07)
5	5	5	5	5	5	5	5	4.75	4.25	4.25		4.83
PROGRAM LENGTH												
5	5	5	5	5	5	5	5	5	5	5		The program was of sufficient quality and duration for me to acquire the knowledge and competencies necessary for my job. (4.08)
5	5	5	5	5	5	5	5	5	5	5		OVERALL RATING
5	5	5	5	5	5	5	5	5	5	5		OVERALL RATING OF THE GRADUATE:
5	5	4.95	5	5	5	5	5	4.7	4.35	4.6		4.86

The program will prepared me and provided me with all the tools and knowledge I needed for the workplace Great instruction, entered the profession with confidence

	2023	2022	2021	2020	2019	2018	Threshold	Current Period 3 year average 2021-2023	Previous Period 3 year average 2020-2022
Retention	91%	84%	80%	86%	81%	N/A	70 %	85%	84%
Job Placement	92%	100%	93%	100%	100%	N/A	0 %	96%	98%
RRT Credentialing Success	92%	100%	93%	100%	100%	N/A	0 %	96%	98%
TMC High Cut Score Success	92%	100%	93%	100%	100%	N/A	60 %	96%	98%
Overall Employer Satisfaction	100%	89%	100%	100%	100%	100%	80 %	96%	96%
Overall Graduate Satisfaction	100%	100%	100%	100%	100%	100%	80 %	100%	100%

	2023	2022	2021	2020	2019	2018	Total
Graduates	13	20	15	13	16	0	48
Enrollment	23	25	20	29	31	0	68

Clin Sims

National Board for Respiratory Care
CSE content and section type subscores

FLORIDA SOUTHWESTERN STATE COLLEGE -
1/1/2023 through 12/31/2023

	1A	1B	1C	1D	1E	1TOT	2A	2B	2TOT	3A	3B	3C	3D	3E	3F	3G	3H	3I	3TOT	IG	DM
Total	85	85	80	83	82	84	86	72	83	86	62	78	66	66	63	63	68	86	73	78	69
Program Mean	79	79	74	79	76	78	79	65	75	70	64	57	67	59	47	68	30	76	59	81	63
National Mean	73	73	74	79	76	78	79	65	75	70	64	57	67	59	47	68	30	76	59	81	63
% of National Mean	108	104	105	108	108	108	109	111	111	123	97	137	99	112	134	93	227	113	124	96	110

New Candidate Summary

Total	13	Program Mean	79
Passing	7	National Mean	73
Failing	6	% of National Mean	108

*Note: There were no problem sections linked to this content

36

Provide Resp Care in high risk situations
Cardiopulm. emergencies
MET / Rapid Response

Ther. Mult. Choice.

National Board for Respiratory Care

FLORIDA SOUTHWESTERN STATE COLLEGE -
1/1/2023 through 12/31/2023

Total Raw Score	1A	1B	1C	1D	1E	1TOT	2A	2B	2C	2TOT	3A	3B	3C	3D	3E	3F	3G	3H	3I	3TOT	
140	10	10	12	10	8	50	15	2	3	20	10	5	15	4	18	6	5	4	3	70	
High Cut Score: 92																					
Low Cut Score: 86																					

New Candidate Summary

Total	13	Program Mean Score	107.6	7.8	7.9	8.8	8.0	6.2	38.7	10.9	1.2	2.6	14.7	7.7	3.5	11.6	2.6	14.5	3.9	4.7	3.1	2.5	54.1
Passing	12	National Mean	98.5	7.0	7.2	8.3	7.0	5.7	35.2	10.5	1.4	2.1	14.0	7.2	3.1	10.5	2.9	12.8	4.3	3.6	2.8	2.1	49.3
Failing	1	% of National Mean	109%	111%	110%	106%	114%	109%	110%	104%	86%	124%	105%	107%	113%	110%	90%	113%	91%	131%	111%	119%	110%

ZB

Troubleshooting

3D

Administer Meds + Specialty gases

3F

Evidence based Practices
ARDSNet etc...

**National Board for Respiratory Care
Annual School Summary
Report as of 5/21/2024
FLORIDA SOUTHWESTERN STATE COLLEGE - 200317**

Exam: TMC - Low Cut						
Graduation Year	Graduates Tested	Total Passing %	Passing	First Time %	Passing	Repeaters %
2021	15	100%	15	93.3%	14	1 6.7%
2022	20	100%	20	100%	20	0 0%
2023	13	92.3%	12	92.3%	12	0 0%

Exam: TMC - High Cut						
Graduation Year	Graduates Tested	Total Passing %	Passing	First Time %	Passing	Repeaters %
2021	15	93.3%	14	86.7%	13	1 6.7%
2022	20	100%	18	90%	18	2 10%
2023	13	92.3%	12	92.3%	12	0 0%

Exam: CSE						
Graduation Year	Graduates Tested	Total Passing %	Passing	First Time %	Passing	Repeaters %
2021	14	100%	14	78.6%	11	3 21.4%
2022	20	100%	20	100%	20	0 0%
2023	12	100%	12	58.3%	7	5 41.7%

GRADUATION YEAR	CRT	RRT
2021	15	14
2022	20	20
2023	12	12

Jean M. Newberry

From: Tammy Alsop <Tammy@coarc.com>
Sent: Tuesday, May 28, 2024 1:28 PM
To: Jean M. Newberry
Subject: Distinguished RRT Credentialing Success Award

CAUTION: Please Be Aware - This Email Originated Outside of FSW

May 28, 2024

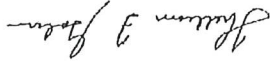
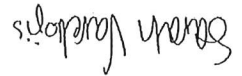
Program Director
Respiratory Care Program
Dear Jean Newberry-

It is our pleasure to notify you that your program is among a select group of programs that will be recognized by the Commission on Accreditation for Respiratory Care (CoARC) to receive the *Distinguished RRT Credentialing Success Award*. This award is presented as part of the CoARC's continued efforts to value the RRT credential as a standard of professional achievement. From a program effectiveness perspective, the CoARC views the RRT credential as a measure of a program's success in inspiring its graduates to achieve their highest educational and professional aspirations.

In selecting programs for this recognition, the CoARC Board used objective criteria based on key accreditation metrics documented in the 2023 Annual Report of Current Status (RCS). These programs were required to: (1) have three or more years of outcomes data; (2) hold accreditation without a progress report at the end of the year; (3) document RRT credentialing success of 90% or above, and (4) meet or exceed established CoARC thresholds for TMC high cut score and retention. The CoARC extends its sincere congratulations to you, your faculty, students, and graduates for meeting these rigorous criteria. The CoARC Awards ceremony will be held the evening of July 13th at Snowbird Resort in Utah. Tammy Alsop has sent all Program Directors an invitation to this event. Certificates for this award will be sent via email approximately a week after the reception.

Keep in mind that the conferral of this achievement award does not imply the CoARC's recommendation, endorsement, or ranking of your program in relation to other CoARC-accredited programs. Publications or announcements of this award shall not imply such recommendation, endorsement, or ranking. The primary responsibility of CoARC is to accredit programs based on their compliance with established accreditation standards.

Thank you for your continued commitment to excellence in respiratory care education.



Sincerely,

Sarah Varekojis, PhD, RRT, RRT-ACCS, FAARC

William Galvin, MSEd, RRT, CPFT, AE-C, FAARC

1. See the list of attendees.

Eva remains as chair of the advisory committee; however, she is stepping down from running/organizing the symposium.

2. Overview of 2023 graduate outcomes:
 - a. We enrolled 23, graduated 13, and 12 RRT. 1 student did fail the TMC x 2
 - b. We have 100% placement of those that are eligible.
 - c. Certification and Registry statistics are 92% for 2023.

3. Class 2024 and 2025

1. 2024- 16 scheduled to graduate, pinning is on June 21, 2024 and there is an invitation in everyone's packet. 2025-

We started with 24, we now have 20 plus 1 recycle.

2026- Application deadline has passed, and we are setting up to do interviews.

B. CRRT- in community, Kettering is open to the community when the students take this session.

C. Retention statistics: We are above threshold for CoARC. We are able to maintain due to reporting personal reasons. We have accomplished this by completing exit interviews if the student is willing. We have also started with meetings if failure of the first exam with the instructor of course. If second exam is a failure as well, then meeting with the program director. Encouragement to withdraw / change study habits.

D. Review of the admission criteria and scoring that is being utilized to pick candidates for the program. Suggestions from the advisory committee:

Shadow days: Physicians Reg. is willing and able, need to supply HIPAA paperwork, and this is completed through their education department.

Lee Health: Student would need to go through security to check in. Committee requested that the school can organize the scheduling/clinical associate to walk around with the student.

Fawcett: No paperwork needed per Anthony. Investigating to see if HIPAA is required to go through critical care areas.

Dr Such: Noted that Physical therapy assistant has a form that may be useful in this situation. Also asked if this should be required or as bonus points.

Recruiting fairs: Tables to provide information on our program at the hospitals. We can also provide informational packets to the directors for interested employees of the hospitals.

Open houses/ Options for directors to increase awareness.

STEM camps with local students instead of the current groups.

Look into more high school./middle school outreach activities. Look into career days at the schools. Packets for those schools to provide to students.

FSW pages (Facebook and Instagram are also being utilized during important times or activities to advertise the program)

Student mentioned Lee Health (IntraLee/Facebook pages to highlight respiratory field during respiratory care week. These activities already occur)

John Smith: Respiratory 101 was mentioned. A course at one of his prior institutions that was a 1 credit course. This course must be passed, but would introduce the field to the students.

SLS: For healthcare students or healthcare driven instead of general career based. This may help to highlight all programs at FSW. This could help to boost the interest.

Dr. Such does mention the checks and balances that are required for each program to remain within the limits of the credits. It is a potential that this could be used toward an elective credit?

It was mentioned about the career fairs for Lee Health and Lee Sar.

Jennifer Thayer has been our contact in the past to these events. She is the Program Director workforce planning and development.

Discussion around tuition reimbursement and the various offerings in the communities. Lee Health, student must remain full time employee during program. Physicians Regional reimburses up to 10,000 for tuition loans.

Other options we have done were to send out emails to all the local pharmacy technicians, EMT, EMS and possible EGD technologist. We have received a few students from this method as well.

Nights/Weekends program was also brought up. Contrasted to the RN program that has shown a decline in numbers. With the low application pool, this would not be financially feasible for this program.

It was noted to help alleviate some of the classroom time, Online/Blended course offerings have occurred. (Neonatal, pharmacology and critical care at this time)

2. Human Resources:

1. Tommy Mann is now Bonnie LaFemina
2. Genny Baballeku is officially our Program coordinator for Respiratory Care.
3. Clinical associates, we are doing ok within the hospital, we could still use a few more in the classroom.

4. Physical Resources

1. We still are utilizing the Simulation Centers/Labs to work with our students. We also have a plan in place to start working on doing more simulations with our students again.
2. Rist Family Foundation, is still providing funding for the program. We can utilize this for remodeling, equipment, and conferences/technology.

3. Clinical Resources

A. Feedback on clinical sites in general from students. They have enjoyed their clinical rotations. We are currently staffed in clinic sites, but are looking for a few for the classroom side.

We have seen an increase in request for a nightshift rotation on the last clinical course by this current second year group.

*The freshman are requesting more clinical time in the summer rotation.**Possible 1 8 hour shift versus 2 x 4 hours?

B. Also, less students per clinical associate. When there are 6 students to one clinical associate, they feel that they are less productive and waste a lot of time.

Another idea that was brought up was Min A for sophomores, Min B for freshman/ upcoming second years. Online portion prior to keep up skills and knowledge?

4. Program Goals/Curriculum/Program Review

a. We have officially split from the CVT program.

This has caused some of our courses to be rearranged in terms of flow to suit the respiratory students specifically.

5. Critical Care course in particular will need an overhaul. Topics will be brought in from other courses. This will also require us to go to curriculum committee before making this transition.

8. Graduate and Students Perspective

A. Students feedback: Humberto (recent graduate) Program has set me up to pass my board exams, start working and has set my foundation. He enjoyed the fact that the program gradually increased in knowledge and built upon itself. RTs at clinical sites were also very helpful in supporting the program.

b. Nick: Enjoys the program. Feels he is well prepared to pass his exams. He noted that doing clinicals on nights has helped to propel his knowledge, skills and confidence.

c. Randy: Would like to see students into areas out of their comfort zone. Intubation certification through PACU, not classroom (shot down due to licensure)

d. Graduate Survey: 10/12 working (they reported to be perfectly prepared to start)

Employers: Same responses as the students. One reply was on a student that was years ago, so this one was removed from the current reporting year.

9. CoARC Accreditation Status:

Meeting and Exceeding thresholds.

Resource surveys will go out one more time.

Annual report is due within the month.

-We have received the Distinguished Program Award (10 yrs in a row). Only 60 programs nation wide have this award.

This means 90% (RRT) and 90% are working in the field.

-AARC congress will be in Orlando this year, current students will be invited to go.

10. Continuing Education

A. Symposium: Consisted of National and local speakers this year at Sunseekers. We will be working with other areas from the college in the next year to put this on. Eva will be stepping down

from helping to run the symposium.

b. Neonatal/peds programs are underway. There is an online portion and in person.

c. Please let us know if there are any local needs that we can help to meet.

-Dr. Wilzinsky spoke of his involvement with the program. He noted that the student presentations were done very well. He was able to participate in both fall and spring

presentations this past year. He also noted how the students are engaged during grand rounds when he is able to see them in clinical.

11. BS Program: Enrollment has been slowly rising since COVID. There is currently a plan in FSW to move toward a general bachelors degree , however to obtain accreditation, we will need to remain

specific to respiratory care. With this accreditation, it will allow our students to pursue the Advanced Practitioner degree if they desire.

- It is also important that our therapist are working toward Bachelors due to the opportunity to work as a consultant for ABG competencies. In order to assure that they are allowed to do this, we are looking for a committee to determine what courses are specifically needed to meet these requirements.
- We will also be working on quality matters and revision of most of the bachelors courses for FSW requirements.

12. Open discussion and Adjourn.