Advisory Committee Webinar – 2/17/2021
Questions and Responses

GENERAL NOTE: Committees on Accreditation (CoAs) in the CAAHEP system that represent the various professions also make supplemental policies to CAAHEP policy and Standards. If you have questions related to a specific profession, it is important to check with your individual CoA about any applicable policies or guidance.

QUESTION: True or False: When addressing appropriate goals and learning domains, these are not to be confused with CAAHEP learning goals and outcomes.

RESPONSE: These should both be in alignment. While the Standards and Guidelines offer overarching guidelines on goals and outcomes, what we do to meet or exceed those goals and outcomes is up to us to decide. For example, if Standard IIC1 states the program should "prepare entry-level technologists" and if we know we must meet a board pass rate of 60%, then one of the learning goals or outcomes to report to the Advisory Committee is Pass Rate. Other indicators of success are retention, attrition, graduation, positive placement etc. These outcomes can easily be taken from your annual report to use at your Advisory Meeting. Advisory discussion can be centered around what to do to increase success rates on those outcomes. Even if your students exceed the 60% threshold, programs can always do better.

Some goals can be whatever you and your college deem appropriate – for example, CAAHEP isn't going to tell you that you have to have a certain number of students enrolled per year. But your college may want you to have a minimum of 12 students in a class or the class is canceled for that semester. So, you could ask the AC for ideas on how to increase enrollment or balance fiscal responsibility if your enrollment is falling.

Or patient safety – how do you ensure quality patient care if your students couldn't get clinical experience during the pandemic shutdowns? Do you delay graduation for students until they can complete a traditional clinical experience? Are there reasonable alternatives and simulations to mimic patient interaction? In a profession with severe staffing shortages already, how would delayed graduation affect the workforce overall and impact the student individually?

QUESTION: What is a reasonable number of committee members?

RESPONSE: An average size is probably between 15-20 members, but this is really up to the program to determine. All required communities of interest to be represented on the Advisory Committee are listed in Standard II.A. The program may determine some communities of interest should have multiple seats. For example, there may be three Employer slots while only one graduate role. That will determine your minimum number. It's a delicate balance – you don't want to have so many members that there are too many people trying to give input such that not everyone can have a voice. You don't want to have the bare minimum number because you'll be short if some are absent. You'll quickly begin to see what members come and who don't. Those who tend to skip meetings might be a role you'll want to double fill. If you plan to use subcommittees in addition to your regular Advisory Committee, then more members might be helpful. You want a balance between having your members feel useful and needed vs feeling superfluous.

QUESTION: How do you communicate a member request that the Institution or school refused to follow and how do you discuss that to the member or the committee?

RESPONSE: Transparency and diplomacy. It is ultimately at the discretion of the program and institution to determine what is appropriate to implement from Advisory Committee input. Thank the member for their great advice and then follow up later (or in the moment if it doesn't cause embarrassment to the member) by citing applicable policy or budgetary constraints, or other reason for the denial. For example, if a member suggested that we create stricter satisfactory academic progress policies to weed out the strugglers sooner, then we would need to educate the Committee on federal education guidelines that often dictate how many times a student can repeat a course before they are dismissed from the program. This is especially true of colleges who award federal financial aid.

QUESTION: Is the job description a CAAHEP standard requirement?

RESPONSE: No, although the Standards require a job description for personnel, they do not require a job description for the Advisory Committee.

QUESTION: Does the template showed apply to every program?

RESPONSE: The template provided is specific to Neurodiagnostic Technology programs, so not required of all CAAHEP-accredited programs, but is a great tool for all to use.

QUESTION: Which advisory council members are absolutely required to attend?

RESPONSE: All communities of interest required on the Advisory Committee are listed in Standard II.A. The expectation is that at least one representative from each of these communities of interest regularly attend the meetings and participate in fulfilling required responsibilities.

QUESTION: I read that adjunct instructors can be voting members. Is that true?

RESPONSE: Yes; it is up to the individual program to determine voting members on their Advisory Committee.

QUESTION: For advisory committee members that are unable to meet on the scheduled advisory committee meeting day, can you have a 1:1 meeting with them with the same information/agenda?

RESPONSE: It is understood there may be cases that arise when a member can't make a scheduled meeting. It is important to get input on agenda items and decisions. A 1:1 meeting or other communication is appropriate; however, be sure a pattern of missing does not develop. The Standards require that the Advisory Committee, including representatives from each required community of interest, meet synchronously at least once a year. It is appropriate to provide members who missed a meeting with a copy meeting minutes and follow-up to see if they have any questions.

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CoA-NDT Advisory Committee Check-list
(Standard II.B)

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Program Name and Location: _____

Staff Review ☐   Primary Reviewer: _____   Secondary Reviewer: _____

Membership	**Documented in Minutes**	**No Evidence of Membership**
Current student	☐	☐
Program graduate	☐	☐
Physician(s)	☐	☐
Employers	☐	☐
Public Member	☐	☐
Sponsor Administration	☐	☐
Faculty	☐	☐

Meets at least annually

Minutes document at least one meeting of the Advisory Committee each year

    Yes ☐   No ☐

    Comments:

Agenda items	**Documented in Minutes**	**No Evidence in Minutes**
Program goals and learning domains reviewed		
	☐	☐
Annual Report and Outcomes reviewed		
Graduate Surveys	☐	☐
Employer Surveys	☐	☐
Resource Assessment	☐	☐
Thresholds	☐	☐
Credentialing exam(s)	☐	☐
Other assessment results reviewed		
Student	☐	☐
Faculty	☐	☐
Program	☐	☐
Other	☐	☐

Did the program discuss/review analyses and action plans that resulted from either the Annual Report or other program evaluations?

    Yes ☐   No ☐

    Comments:

Did the program discuss/review program status or changes (e.g., course changes, curriculum content and/or sequencing, admission requirements or class size) and substantive changes (e.g., program status, personnel, addition of distance education, addition of satellite locations)?

    Yes ☐   No ☐

    Comments:

Panelists

Jacquelyn Polito, MHA, REEGT, RPSGT, RST, FASET

Department Chair, Neurodiagnostic Technology

Associate Professor

Laboure' College

Milton, MA 02186

Michael P. Cassida BA, RPSGT, RST

Program Director

Electroneurodiagnostics / Polysomnography

Cuyahoga Community College

Parma, Ohio 44130

Jackie L. Long-Goding, PhD, RRT-NPS, FAARC

Executive Director, CoA-NDT

Whitinsville, MA 01588

Kellee Trice, BS,R. EEG/EP T., RPSGT, FASET

Director, Neurodiagnostic Technology Programs

Institute of Health Sciences

Chair, CoA-NDT

Hunt Valley, MD 21031

Topics for Discussion

- Standards & Guidelines
- Role of the Advisory Committee
- Selection of Members
- Meeting Agenda
- Engagement of Members
- Minutes
- Follow-Up

Standards

II. Program Goals

A. Program Goals and Outcomes

There must be a written statement of the program's goals and learning domains consistent with and responsive to the demonstrated needs and expectations of the various communities of interest served by the educational program. The communities of interest that are served by the program **must include, but are not limited to, students, graduates, faculty, sponsor administration, employers, physicians, and the public.**

Standards

II. Program Goals

B. Appropriateness of Goals and Learning Domains

The program must regularly assess its goals and learning domains. Program personnel **must identify and respond to changes in the needs and/or expectations of its communities of interest**. *An advisory committee, which is representative of at least each of the communities of interest named in these Standards, must be designated and charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change.*

Advisory committee meetings may include participation by synchronous electronic means

Role of the Advisory Committee

___

Selection of Members

2.14 NDT Program Advisory Committee

CAAHEP Standards require each program to appoint an advisory committee, which is representative of at least each of the communities of interest named in the **Standards**; the advisory committee must be charged with the responsibility of meeting at least annually to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change. (Standard II.B)

1. Public Member
   Purpose:
   The public member provides the perspective and represents the interests, of the community at large.

   Definition:
   A public member is not employed as a healthcare provider; is not a member of ASET or any trade association or membership organization that is related to the practice of neurodiagnostic technology; does not hold a status named in the Standards (e.g., a retired physician, retired employer); is not employed by the sponsor of the NDT program; is not a relative of an individual who is employed by the sponsor of the NDT program; and, does not hold any position with a CAAHEP-accredited program.

Adopted March 17, 2014

Meeting Agenda

Engagement of Members

Minutes

CoA-NDT Advisory Committee Check-list
(Standard II.B)

Program Name and Location: _____

Staff Review ☐   Primary Reviewer: _____   Secondary Reviewer: _____

Membership	**Documented in Minutes**	**No Evidence of Membership**
Current student	☐	☐
Program graduate	☐	☐
Physician(s)	☐	☐
Employers	☐	☐
Public Member	☐	☐
Sponsor Administration	☐	☐
Faculty	☐	☐

Meets at least annually

Minutes document at least one meeting of the Advisory Committee each year

    Yes ☐   No ☐

    Comments:

Agenda items	**Documented in Minutes**	**No Evidence in Minutes**
Program goals and learning domains reviewed	☐	☐

Annual Report and Outcomes reviewed

	Documented in Minutes	**No Evidence in Minutes**
Graduate Surveys	☐	☐
Employer Surveys	☐	☐
Resource Assessment	☐	☐
Thresholds	☐	☐
Credentialing exam(s)	☐	☐

Other assessment results reviewed

	Documented in Minutes	**No Evidence in Minutes**
Student	☐	☐
Faculty	☐	☐
Program	☐	☐
Other	☐	☐

Did the program discuss/review analyses and action plans that resulted from either the Annual Report or other program evaluations?

    Yes ☐   No ☐

    Comments:

Did the program discuss/review program status or changes (e.g., course changes, curriculum content and/or sequencing, admission requirements or class size) and substantive changes (e.g., program status, personnel, addition of distance education, addition of satellite locations)?

    Yes ☐   No ☐

    Comments:

Follow-Up