

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.