

**2019 Report of Current Status for an Education Program
in
Cardiovascular Technology
at
Spokane Community College
CoA Program Reference:500029-I**

Sponsoring Institution and Personnel

Sponsoring Institution

Spokane Community College
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Institution Type: Junior or Community College

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Affiliates

Baptist - Clinical Affiliate - Pensacola, FL
Deaconess Medical Center - Clinical Affiliate - Spokane, WA
Good Samaritan Hosp - Clinical Affiliate - Putuallup, WA
Harrison Med Ctr - Clinical Affiliate - Bremerton, WA
Herman Memorial MC - Clinical Affiliate - Houston, TX
IHC - Clinical Affiliate - Salt Lake City, UT
Kadlec MC - Clinical Affiliate - Richland, WA
Kootenai Health - Clinical Affiliate - Coeur d Alene, ID
Multicare - Clinical Affiliate - Tacoma, WA
Presbeterian Med Ctr - Clinical Affiliate - Albuquerque, NM
Providence MC - Clinical Affiliate - Portland, OR
Providence Med Ctr - Clinical Affiliate - Everett, WA
Sacred Heart Medical Center - Clinical Affiliate - Spokane, WA
St Alphonsus MC - Clinical Affiliate - Boise, ID
St Lukes MC - Clinical Affiliate - Boise, ID
St Patricks MC - Clinical Affiliate - Missoula, MT
St Peters Med Ctr - Clinical Affiliate - Olympia, WA
St Vincent Med Ctr - Clinical Affiliate - Portland, OR
St. Josephs - Clinical Affiliate - Lewiston, ID
Swedish Med Ctr - Clinical Affiliate - Seattle, WA
Yakima Regional MC - Clinical Affiliate - Yakima, WA

Satellites

Multicare - Satellite Campus - Tacoma, WA

Current Program Statistics

CoA Reference: 500029-I

Program Enrollment and Attrition Table with Current and Past Five Years' Data(if available):

Enrollment Year	Enrollment Date	Graduation Date	Estimated Number of Applicants	Maximum Number of Students	Number Initially Enrolled	Number Enrolled After Class Start	Total Enrollment Number	'In Progress' To-Date	Non-Academic Attrition	General Education Courses Attrition	Professional Courses Attrition	Attrition	Percent Retention	# Grads to Date
2017	9/20/2017	6/19/2019	16	14	13	1	14	0	2	2	0	4	71.4 %	10
2016	9/15/2016	6/13/2018	18	14	14	0	14	0	1	0	0	1	92.9 %	13
2015	9/21/2015	6/16/2017	18	14	13	1	14	0	1	1	3	5	64.3 %	9
2014	9/15/2014	6/14/2016	16	14	14	0	14	0	1	0	0	1	92.9 %	13
2013	9/16/2013	6/19/2015	14	14	12	1	13	0	1	0	1	2	84.6 %	11
2012	9/17/2012	6/18/2014	18	14	14	0	14	0	2	0	1	3	78.6 %	11
2011	9/21/2011	6/17/2013	19	14	14	1	15	0	2	1	0	3	80.0 %	12
2010	9/20/2010	6/15/2012	18	14	12	0	12	0	1	0	2	3	75.0 %	9
2009	9/21/2009	6/16/2011	20	14	14	0	14	0	2	0	1	3	78.6 %	11
2008	9/22/2008	6/16/2010	22	16	16	0	16	0	1	1	0	2	87.5 %	14
2007	9/19/2007	6/18/2009	25	16	16	0	16	0	1	3	1	5	68.8 %	11
2006	9/17/2006	6/13/2008	40	28	28	0	28	0	2	1	1	4	85.7 %	24
2005	9/18/2005	6/15/2007	40	28	28	0	28	0	2	2	2	6	78.6 %	22
2004	9/19/2004	6/16/2006	40	28	28	0	28	0	1	2	1	4	85.7 %	24
2003	9/21/2003	6/17/2005	40	18	18	0	18	0	2	3	2	7	61.1 %	11

Outcomes Summary

	Graduation Year. Class of...						Threshold	3 yr Total 2018 to 2016	5 yr Total 2018 to 2014
	2019	2018	2017	2016	2015	2014			
Graduates	10	13	9	13	11	11		35	57
Outcomes Assessments								3 yr Avg 2018 to 2016	5 yr Avg 2018 to 2014
Attrition	28.6 %	7.1 %	35.7 %	7.1 %	15.4 %	21.4 %		16.7 %	17.4 %
Retention	71.4 %	92.9 %	64.3 %	92.9 %	84.6 %	78.6 %	70%	83.3 %	82.6 %
Positive Placement	70.0 %	100.0 %	100.0 %	92.3 %	100.0 %	90.9 %	70 %	97.1 %	96.5 %
CCI RCIS - % of grads Attempting	90.0 %	92.3 %	100.0 %	100.0 %	100.0 %	100.0 %	60 %		
CCI RCIS - Pass Rate - Success	88.9 %	100.0 %	100.0 %	100.0 %	100.0 %	90.9 %	60 %	100.0 %	98.2 %
Employer Survey - % returned	85.7 %	61.5 %	33.3 %	66.7 %	72.7 %	50.0 %	50.0 %	55.9 %	58.2 %
Employer Survey - Cognitive - Success	100.0 %	100.0 %	42.9 %	100.0 %	100.0 %	100.0 %	100.0 %		
Employer Survey - Psychomotor - Success	100.0 %	100.0 %	75.0 %	100.0 %	100.0 %	100.0 %	100.0 %		
Employer Survey - Affective - Success	100.0 %	100.0 %	0.0 %	100.0 %	100.0 %	100.0 %	100.0 %		
Graduate Survey - % returned	100.0 %	100.0 %	100.0 %	100.0 %	63.6 %	90.9 %	50.0 %	100.0 %	91.2 %
Graduate Survey - Cognitive - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %		
Graduate Survey - Psychomotor - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %		
Graduate Survey - Affective - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %		

* Threshold not met

	Enrollment Year						Threshold	3 yr Total 2018 to 2016	5 yr Total 2018 to 2014
	2019	2018	2017	2016	2015	2014			
Enrollment	0	0	14	14	14	14		28	56

Graduates by Enrollment Cohort

Enrollment Year	Enrollment Date	On-time Graduation Date	Graduated in (year)					# Grads to Date	
			2019	2018	2017	2016	2015		2014
2017	9/20/2017	6/19/2019	10						10
2016	9/15/2016	6/13/2018		13					13
2015	9/21/2015	6/16/2017			9				9
2014	9/15/2014	6/14/2016				13			13
2013	9/16/2013	6/19/2015					11		11
2012	9/17/2012	6/18/2014						11	11
2011	9/21/2011	6/17/2013							12
2010	9/20/2010	6/15/2012							9
2009	9/21/2009	6/16/2011							11
2008	9/22/2008	6/16/2010							14
2007	9/19/2007	6/18/2009							11
2006	9/17/2006	6/13/2008							24
2005	9/18/2005	6/15/2007							22
2004	9/19/2004	6/16/2006							24
2003	9/21/2003	6/17/2005							11
Total Graduates by Year =			10	13	9	13	11	11	205

Examination Results

Evaluation System: CCI RCIS
Analysis: I am pleased with the pass rate. We strive for a 100% pass rate.
Action:

Surveys - Cognitive Domain

Evaluation System: Employer Surveys - Cognitive
Cut Score:
Analysis: This was an area I worked on. I will strive to be above threshold for each new year.
Action: We are pleased with the results of those returned. Continue to update curriculum and content to reflect current practice.

We have been inviting managers to visit the program to let the students know what they are looking for in an employee.

Evaluation System: Graduate Survey - Cognitive
Cut Score:
Analysis: This year I was pleased with the return rates and results.
Action: We have added content experts as adjuncts in Structural heart and EP arenas.

Surveys - Psychomotor Domain

Evaluation System: Employer Surveys - Psychomotor
Cut Score:
Analysis: We have 2 branches of the school. One here @ SCC and one distance site in Tacoma. I continue to hire working technologists to run our skills labs. This brings the most current information to the class.
Action: I drive over to visit and teach from Tacoma at least once a year and usually twice. Our travel budgets are tight.

Evaluation System: Graduate Survey - Psychomotor
Cut Score:
Analysis: I am pleased with the results of the survey results from this cohort of graduates.

Action:

Surveys - Affective Domain

Evaluation System: Employer Surveys - Affective
Cut Score:

Analysis: The labs are pleased with the work ethics of the students they hire.

Action: We are pleased with results of those returned.

Evaluation System: Graduate Survey - Affective

Cut Score:

Analysis: Mostly high marks.

I think our faculty gives the student the real world examples of how a cath lab operates. We work on active listening to verify communication. More of our students are ESL so this active listening becomes more important.

Action: Continue with more role model work groups to simulate hospital communication environments.

Attrition / Retention

Evaluation System: Attrition / Retention

Analysis: When family or personal crisis diverts attention from program students may fall behind.

We lost 4 this year.

One became pregnant with twins and elected to hold a year. One failed academics.

One wanted to become an aesthetician. I had to ask...a body waxer.

One lost interest in the ICT field....

Action: Continue to monitor student progress. Coaching on stress management and life planning for success in the program is ongoing.

I am attentive to early signs of poor performance. We have a campus programs called early alert. We tap into multiple departments for support including crisis councilors if needed.

Positive Placement

Evaluation System: Positive Placement

Analysis: We had a great year for employment from this cohort!

Of the 3 not working:One is waiting for a heart transplant. Just got the new heart last week! I will have her in for a skills brush up. One lost to follow up. One failed RCIS and lost the job waiting for her.

There continues to be solid need in the region. Managers are traveling to Spokane to recruit students and even offering stipends to support travel...nice.

Action: I continue to work with multiple clinical sites to place the students where they will first receive quality training then second have a chance for a job.

I encourage students to prepare to move upon graduation.

Program Information

Program Title: Cardiovascular Technology - Invasive Cardiovascular Technology

Name of certificate or degree awarded: Invasive Cardiovascular Technology

Program Design

	Award Level 1	Award Level 2
a. Type of award granted:	Associate	
b. Length of Program in Months:	21	
c. Length of Program in Academic Sessions:	7	
d. Total Credit Hours Required:	107	
e. Type of Credits (e.g., semester, quarter):	Quarter	
f. Total Program Tuition and Fees - Resident:	\$15,000.00	
g. Total Program Tuition and Fees - Non-Resident:	\$21,000.00	

Program Budget

a. Program's fiscal year begins on (month/date):	7/1	
b. Indicate the program's actual expenditures for:	Current Fiscal Year to Date	Previous Fiscal Year
	Total \$0.00	\$0.00

Is the budget sufficient to ensure achievement of the programs's goal and outcomes?:

Yes

Detailed Analysis of Insufficient Budget:

I have been asking for a separate Tacoma budget for years.

Action Plan for Insufficient Budget:

Resources

Are the following resources sufficient to ensure the achievement of a program's goals and outcomes?

classrooms: Yes

clerical and support staff: Yes

clinical affiliations: Yes

computer resources: Yes

curriculum: Yes

equipment/supplies: Yes

faculty: Yes

faculty/staff continuing education: Yes

finances: Yes

instructional reference materials: Yes

office, classroom, laboratory facilities: Yes

supplies: Yes

Description/Analysis of each insufficient resource:

Action Plan for each insufficient resource:

Standards

To the best of your knowledge, does your program meet each Standard:

Standard I - Sponsorship.....:Yes

Standard II - Program Goals.....: Yes

Advisory Committee has required representation?: Yes

Dates of last two (2) Advisory Committee meetings: 11/17,12/18

Advisory Committee fulfils its required role?: Yes

Standard III - Resources.....: Yes

Standard IV - Student and Graduate Evaluation/Assessment.....: Yes

Standard V - Fair Practices.....: Yes

Detailed Analysis of Standard(s) Not Met:

Action Plan for Standard(s) Not Met:

Comments

I would like to see an update in accreditation standards to include language for clinical coordinator requirements. Radiology, Nursing, Respiratory therapy all have clinical coordinators. This creates a position for better student to faculty ratio to oversee clinical rotations.

We are still waiting for the Pulse partners at Mullticare to initiate an EP program. This has been talked of for several years. Funding is a challenge.

I am still pleased to help the next generation of ICT into the field.

Distance Education

Is any portion of the program offered through distance learning?: Yes

Percentage of the program delivered by distance: 80%

List the courses that are totally web based (ie no face-to-face instruction): See Tacoma satellite report. We use iTV for all lectures. ICT 234 is Web based

List the courses that are interactive video conferencing to remote locations: 80% of content originates from spokane and 20% from Tacoma. We are using Polycom with auto record to streaming Panopto from a Canvas shell.

Description of Distance Mode List of courses delivered in that mode

iTV for all didactic classes all didactic

ICT 234 RCIS prep