

**2018 Report of Current Status for an Education Program
in
Polysomnographic Technology
at
Sleep Care Inc
CoA Program Reference:BricknerYork**

Sponsoring Institution and Personnel

Sponsoring Institution

Sleep Care Inc
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Institution Type: Non-hospital Health Facility, BB or Lab

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Affiliates

Satellites

Current Program Statistics

CoA Reference: BricknerYork

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
2018	2/26/2018	6/15/2018	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2018	10/8/2018	1/25/2019	1	16	1	0	1	1	0	0	0	0	100.0 %	0
2017	1/9/2017	4/28/2017	1	16	1	0	1	0	1	0	0	1	0.0 %	0
2017	5/1/2017	8/18/2017	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2017	9/25/2017	1/12/2018	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2017	10/9/2017	1/26/2018	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2016	5/27/2016	7/28/2016	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2016	8/8/2016	11/16/2016	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2016	6/13/2016	9/30/2016	1	16	1	0	1	0	1	0	0	1	0.0 %	0
2016	9/19/2016	1/6/2017	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2016	12/12/2016	3/31/2017	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2016	12/27/2016	4/14/2017	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2015	6/1/2015	9/18/2015	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2015	1/12/2015	5/22/2015	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2015	2/9/2015	6/5/2015	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2015	12/14/2015	8/4/2016	1	1	1	0	1	0	0	0	0	0	100.0 %	1
2014	5/19/2014	9/5/2014	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2014	9/29/2014	1/9/2015	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2014	6/9/2014	9/26/2014	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2014	12/1/2014	3/20/2015	1	16	1	0	1	0	1	0	0	1	0.0 %	0
2013	12/2/2013	3/21/2014	1	16	1	0	1	0	1	0	0	1	0.0 %	0
2013	6/24/2013	10/4/2013	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2013	9/16/2013	1/3/2014	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2013	9/23/2013	1/10/2014	9	16	9	0	9	0	0	0	1	1	88.9 %	8
2013	10/21/2013	2/7/2014	1	16	1	0	1	0	1	0	0	1	0.0 %	0
2012	7/16/2012	11/2/2012	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2011	3/7/2011	6/24/2011	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2011	4/25/2011	8/12/2011	4	16	4	0	4	0	0	0	0	0	100.0 %	4
2011	8/29/2011	12/9/2011	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2010	3/8/2010	6/10/2010	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2010	7/19/2010	11/5/2010	3	16	3	0	3	0	0	0	0	0	100.0 %	3

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
2010	12/13/2010	5/31/2011	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2009	8/10/2009	11/27/2009	5	16	3	0	3	0	0	0	0	0	100.0 %	3
2009	10/26/2009	2/12/2010	2	16	2	0	2	0	1	0	0	1	50.0 %	1
2009	12/7/2009	3/26/2010	3	16	3	0	3	0	0	0	0	0	100.0 %	3
2008	5/27/2008	9/12/2008	4	16	4	0	4	0	0	0	0	0	100.0 %	4
2008	7/11/2008	11/28/2008	4	16	4	0	4	0	1	0	0	1	75.0 %	3
2007	5/14/2007	8/31/2007	8	16	8	0	8	0	0	0	0	0	100.0 %	8
2007	6/18/2007	10/5/2007	4	16	4	0	4	0	0	0	0	0	100.0 %	4
2007	8/20/2007	12/7/2007	3	16	3	0	3	0	0	0	0	0	100.0 %	3
2007	11/18/2007	3/7/2008	3	16	3	0	3	0	2	0	0	2	33.3 %	1
2006	5/15/2006	9/1/2006	3	16	3	0	3	0	0	0	0	0	100.0 %	3
2006	6/5/2006	10/26/2006	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2006	8/11/2006	11/24/2006	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2006	9/11/2006	12/22/2006	3	16	3	0	3	0	0	0	0	0	100.0 %	3
2006	10/16/2006	3/9/2007	1	16	1	0	1	0	0	0	0	0	100.0 %	1
2006	11/27/2006	3/23/2007	2	16	2	0	2	0	0	0	0	0	100.0 %	2

Outcomes Summary

	Graduation Year. Class of...										Threshold	3 yr Total 2017 to 2015	5 yr Total 2017 to 2013
	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009			
Graduates	3	4	4	3	11	1	1	7	8	3		11	23
Outcomes Assessments												3 yr Avg 2017 to 2015	5 yr Avg 2017 to 2013
Attrition	0.0 %	20.0 %	25.0 %	20.0 %	21.4 %	0.0 %	0.0 %	0.0 %	11.1 %	0.0 %		21.4 %	20.7 %
Retention	100.0 %	80.0 %	75.0 %	80.0 %	78.6 %	100.0 %	100.0 %	100.0 %	88.9 %	100.0 %	65%	78.6 %	79.3 %
Positive Placement	133.3 %	75.0 %	100.0 %	66.7 %	90.9 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	70 %	81.8 %	87.0 %
BRPT RPSGT - % of grads Attempting	33.3 %	50.0 %	100.0 %	100.0 %	54.5 %	100.0 %	0.0 %	85.7 %	100.0 %	100.0 %	65 %		
BRPT RPSGT - Pass Rate - Success	100.0 %	0.0 %	100.0 %	33.3 %	100.0 %	100.0 %	0.0 %	100.0 %	100.0 %	100.0 %	65 %	55.6 %	75.0 %
Employer Survey - % returned	75.0 %	100.0 %	100.0 %	100.0 %	20.0 %	100.0 %	100.0 %	100.0 %	100.0 %	66.7 %	50.0 %	100.0 %	60.0 %
Employer Survey - Cognitive - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %		
Employer Survey - Psychomotor - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0.0 %	100.0 %		
Employer Survey - Affective - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0.0 %	100.0 %		
Graduate Survey - % returned	66.7 %	75.0 %	100.0 %	66.7 %	27.3 %	100.0 %	100.0 %	100.0 %	100.0 %	66.7 %	50.0 %	81.8 %	56.5 %
Graduate Survey - Cognitive - Success	100.0 %	100.0 %	100.0 %	100.0 %	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 %	100.0 %	100.0 %	0.0 %	100.0 %		
Graduate Survey - Affective - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0.0 %	100.0 %		

* Threshold not met

	Enrollment Year												
Enrollment	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	Threshold	3 yr Total 2017 to 2015	5 yr Total 2017 to 2013
Enrollment	2	4	6	4	4	13	1	6	5	8		14	31

Graduates by Enrollment Cohort

Enrollment Year	Enrollment Date	On-time Graduation Date	Graduated in (year)										# Grads to Date
			2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	
2018	2/26/2018	6/15/2018	1										1
2018	10/8/2018	1/25/2019											0
2017	1/9/2017	4/28/2017											0
2017	5/1/2017	8/18/2017		1									1
2017	9/25/2017	1/12/2018	1										1
2017	10/9/2017	1/26/2018	1										1
2016	5/27/2016	7/28/2016			1								1
2016	8/8/2016	11/16/2016			1								1
2016	6/13/2016	9/30/2016											0
2016	9/19/2016	1/6/2017		1									1
2016	12/12/2016	3/31/2017		1									1
2016	12/27/2016	4/14/2017		1									1
2015	6/1/2015	9/18/2015				1							1
2015	1/12/2015	5/22/2015				1							1
2015	2/9/2015	6/5/2015			1								1
2015	12/14/2015	8/4/2016			1								1
2014	5/19/2014	9/5/2014					1						1
2014	9/29/2014	1/9/2015				1							1
2014	6/9/2014	9/26/2014					1						1
2014	12/1/2014	3/20/2015											0
2013	12/2/2013	3/21/2014											0
2013	6/24/2013	10/4/2013						1					1

2013	9/16/2013	1/3/2014					1					1	
2013	9/23/2013	1/10/2014					8					8	
2013	10/21/2013	2/7/2014										0	
2012	7/16/2012	11/2/2012						1				1	
2011	3/7/2011	6/24/2011							1			1	
2011	4/25/2011	8/12/2011							4			4	
2011	8/29/2011	12/9/2011							1			1	
2010	3/8/2010	6/10/2010								1		1	
2010	7/19/2010	11/5/2010								3		3	
2010	12/13/2010	5/31/2011							1			1	
2009	8/10/2009	11/27/2009									3	3	
2009	10/26/2009	2/12/2010								1		1	
2009	12/7/2009	3/26/2010								3		3	
2008	5/27/2008	9/12/2008										4	
2008	7/11/2008	11/28/2008										3	
2007	5/14/2007	8/31/2007										8	
2007	6/18/2007	10/5/2007										4	
2007	8/20/2007	12/7/2007										3	
2007	11/18/2007	3/7/2008										1	
2006	5/15/2006	9/1/2006										3	
2006	6/5/2006	10/26/2006										1	
2006	8/11/2006	11/24/2006										1	
2006	9/11/2006	12/22/2006										3	
2006	10/16/2006	3/9/2007										1	
2006	11/27/2006	3/23/2007										2	
Total Graduates by Year =			3	4	4	3	11	1	1	7	8	3	79

Examination Results

Evaluation System:	BRPT RPSGT
Analysis:	Because our numbers are relatively small, one or two graduates not taking the exam or not passing it can have a dramatic effect on our pass rate. Further, we have had difficulty engaging graduates in even wanting to take the exam because in Ohio you can work with non-Medicare patients for 18 months before one is required to become registered. After they have been out of the program for 12 months plus, some of the material is not fresh and graduates find it difficult to study for the test while working. We have been encouraging students to plan to take the test as soon after the program as possible.
Action:	We have made many changes this year to help improve this: <ol style="list-style-type: none">1. Full curriculum review to ensure we are covering all material on the RPSGT exam2. Transitioned to a new, more up to date textbook3. Purchased new study guide and flashcards for all graduates use4. Created and offered 3 in person or via video chat study review sessions free of charge5. Reimburse graduates for the cost of 2 BRPT practice exams if students provide receipts and copy of the results to we can provide one on one mentoring for additional advice of what to study for the exam6. Offering one on one mentoring with a RPSGT free to graduates7. Purchased new additions of library reference materials available to all graduates8. Provide free of charge access to the AASM scoring manual and interscorer reliability services including the educational videos after scoring

Surveys - Cognitive Domain

Evaluation System:	Employer Surveys - Cognitive
Cut Score:	rating of 3 on a 5-point Likert scale
Analysis:	
Action:	

Evaluation System:	Graduate Survey - Cognitive
Cut Score:	rating of 3 on a 5-point Likert scale
Analysis:	
Action:	

Surveys - Psychomotor Domain

Evaluation System:	Employer Surveys - Psychomotor
Cut Score:	rating of 3 on a 5-point Likert scale
Analysis:	
Action:	

Evaluation System:	Graduate Survey - Psychomotor
Cut Score:	rating of 3 on a 5-point Likert scale
Analysis:	
Action:	

Surveys - Affective Domain

Evaluation System: Employer Surveys - Affective
Cut Score: rating of 3 on a 5-point Likert scale
Analysis:
Action:

Evaluation System: Graduate Survey - Affective
Cut Score: rating of 3 on a 5-point Likert scale
Analysis: see comments under cognitive
Action: see comments under cognitive

Attrition / Retention

Evaluation System: Attrition / Retention
Analysis:
Action:

Positive Placement

Evaluation System: Positive Placement
Analysis:
Action:

Program Information

Program Title: Polysomnographic Technology

Name of certificate or degree awarded: Polysomnography

Program Design

	Award Level 1	Award Level 2
a. Type of award granted:	Certificate	
b. Length of Program in Months:	4	
c. Length of Program in Academic Sessions:	2	
d. Total Credit Hours Required:	582	
e. Type of Credits (e.g., semester, quarter):	Other	
f. Total Program Tuition and Fees - Resident:	\$5,000.00	
g. Total Program Tuition and Fees - Non-Resident:	\$5,000.00	

Program Budget

a. Program's fiscal year begins on (month/date):	1/1	
b. Indicate the program's actual expenditures for:	Current Fiscal Year to Date	Previous Fiscal Year
Faculty/Staff Continuing Education	\$3,630.00	\$889.00
Instructional Reference Materials	\$241.00	\$61.00
Program Equipment	\$0.00	\$463.00
Program Supplies	\$3,565.00	\$0.00
Total	\$7,436.00	\$1,413.00

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

Yes

Detailed Analysis of Insufficient Budget:

Action Plan for Insufficient Budget:

Resources

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

Ancillary Student Facilities: Yes

Clerical/Support Staff: Yes

**Computer Resources/Instructional
Reference Materials:** Yes

Curriculum: Yes

Equipment/Supplies: Yes

Faculty/Staff Continuing Education: Yes

Office/Classroom/Laboratory Facilities: 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: 10/25/2017, 10/23/2018

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

Distance Education

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

Percentage of the program delivered by 25%
distance:

List the courses that are totally web based Intro to Sleep
(ie no face-to-face instruction): Anatomy of Sleep and Wakefulness
Oxygen Therapy and Respiratory System
Sleep Disorders
Infection Control and Safety
The 10-20 System and Proper Electrode Sensor Placement
Adult Sleep Staging and Scoring
Pediatric Sleep
ECG
Instrumentation
Troubleshooting Sleep Equipment
Therapeutic Intervention
Alternatives to PAP Therapy
Pharmacology of Sleep
Seizures and Epilepsy
Patient Interaction
Policies and Procedures and Proper Documentation

List the courses that are interactive video none
conferencing to remote locations:

Description of Distance Mode List of courses delivered in that mode

Online powerpoints all of the above

Demographics

Grad Year	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
# of Grads	3	4	4	3	11	1	1	7	8	3
Male	0	1	2	0	4	0	0	3	2	2
Female	3	3	2	3	7	1	1	4	6	1
Age less than 25 years	1	2	2	2	2	1	1	5	1	2
25 to 35 years	1	2	0	0	0	0	0	2	6	1
36 to 45 years	1	0	2	1	0	0	0	0	1	0
46 or more years	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	9	0	0	0	0	0
African American	1	1	1	0	0	0	0	1	1	0
American Indian	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0
Caucasian	2	3	3	3	0	1	1	6	7	3
Hispanic	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	11	0	0	0	0	0