Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?
    Remaining Constant

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

    > There is a maximum number of clinical spaces available to students each class and we are unable to increase the class size beyond the capacity of the clinical sites.

3. Are the demographics of students in your program similar to those of the College, as a whole?
    No

4. If no, please describe why they differ (600 characters max).

    > There is a higher percentage of white students in the programs than there are on campus by a little more than 10% and the HIspanic population is underrepresented by about the same amount in the EMT/Paramedic classes. There has been an increase in the hispanic percentage of students with a decrease in the percentage of white students participating. Continued outreach to local high schools through the health academies may be a cause behind the changes seen from the relatively stagnant numbers prior to 2013 and the changes seen in 2014.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?
    Yes

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this. (600 characters max).

> The paramedic program has a first-come first-served enrollment procedure in place. Any student that meets the qualifications ar granted acceptance based on their enrollment date until the course is filled. The EMT course has a similar process in place and has minimal prerequisites for entry. Outreach to local high schools through the VC Innovates grant and the creation of an entry course to feed students into the EMT/Paramedic pathway has been submitted to curriculum review for approval in April 2015 for implementation in fall 2016.

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
    Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
    No
3. Is your program's course success rate increasing, decreasing, or remaining constant?
    Remaining Constant
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
    Yes
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

> The EMS field has been comprised mostly of white males for many years. In 2014 according the department of labor statistics, Emergency medical technicians and paramedics numbered 232,000 jobs with 25.8% women 7.7% Black or African American 1.2% Asian 8.4% Hispanic or Latino. The courses have been improving with females being more sucessful than males in the last few years.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
    No

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

7. If no, why not? (600 characters max)

> The program needs to attract non-traditional pathway students and have them enroll prior to the traditional students found in an EMS program. At this time, we are unaware of ways to encourage non-traditional students to enter the program on their own.

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
   Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?
   Increasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
   Remaining Constant
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

> Class capacity is limited by the number of clinical sites available to meet the state requirements for training at the EMT and Paramedic levels. The paramedic program has a capacity of 24 students which limits the productivity. In the EMT classes, the capacity is higher with two sections of 45 students each semester, however, students entering the program are often unprepared for the additional financial requirements associated with meeting the clinical site requirements to participate in direct patient care. Students often drop within the first 2-3 weeks due to this reason.

5. Are you able to increase your productivity and/or course fill rate?
   No

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, why not? (600 characters max)

Limitations by clinical facilities do not allow for more students to enter the program than are already enrolling. Adding an additional paramedic cohort of students would only provide an additional 24 students with a heavy need for more instructors and clinical time. The resulting numbers would not increase the productivity numbers as effectively as increasing the EMT classes, but again, we are limitied by clinical site access to meet the state required hours for clinical contacts.

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?
   Yes

   If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

   To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

Degrees or certificates awarded matches the enrollment trends of the course for the last 5 years. Enrollment has been increasing over the last three years with incoming students already holding Bachelor's degrees or higher. This has helped increase the number of degrees awarded each year. The overall success of students in the program also results in a Certificate. More students into the program annually have resulted in more students acquiring an AS degree or a CoA.

   Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?
   No

4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

Program has awarded more than 15 degrees and certificates in the last 5 years.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
    Yes

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

Enrollment in the program by non-traditional pathway students has been the issue. The 2015 paramedic class is the first to have 5 females for more than a decade. Encouraging female EMTs to continue in the career path by incorporating may have an impact on the increasing trend.

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
    No

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

8. If no, why not? (600 characters max)

> The small numbers of non-traditional pathway students entering the program do not allow for much to change. Marketing of the program to non-traditional students would improve program awareness and may lead to future diversity.

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?
   No
2. If yes, why haven't they been assessed? (600 characters max)

>

3. What percentage of your program's courses have assessed at least half of their SLO's?
   100%
4. Have you made any changes to courses based on the results of SLO assessment?
   Yes
5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

> Course revisions made to the EMT courses to increase the number of hours spent in lab simulating patient care experiences. The addition of more hands-on time has improved the retention of knowledge and understanding of the why behind the psychomotor skills. Communication skills have been improved through multiple mini presentations by students and creative projects on various EMS topics.

6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?
   2 Courses
7. How closely have you adhered to your SLO rotational plan?
   Mostly
8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

Lack of full-time staff to work on the data entry has slowed the recirding process even though the SLOs were measured as scheduled.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

The program SLOs are aligned with the institutional learning outcomes. Projects are measured to both the progam and institutional level.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?
    3
11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?
    No

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

12. If no, why not? (600 characters max)

Targets have been met at each assessment and have been completed per the schedule. Documentation of completion in a timely fashin is the only issue experienced.

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
   No

2. How have these changes impacted student learning? (600 characters max)

No impact, additional CTE enhancement money and the VC Innovates grant have provided additional equipment resources to improve student access to training equipment.

Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
EMT	Classified	EMT1401	New - One (1) PT Classified position (0.4)	Position will provide support to the EMT/Paramedic program. Tech will maintain equipment/supply inventory, setup and take down daily instructional scenarios and assist faculty with lab/classroom instruction.	25,000		25,000	M	M	M	M	No	Ongoing	Keep at M program priority
EMT	Classified	EMT1501	New - One (1) PT Classified position (0.5)	A 12 month 50% position to assist the EMT and Paramedic programs.	30,000		30,000	H	L	L	L	No	Ongoing	Keep at H Program Priority
EMT/Paramedic	Facilities	EMT1501	Long-term Simulation Environment	Establish a permanent location for the simulated living	-	-		H	M	M	M	No	Ongoing	Keep at H Program Priority

				environments needed for training of the EMT/Paramedic, nursing, and criminal justice students.											
EMT/Paramedic	Equipment	EMT1502	Cardiac monitor Upgrade	The cardiac monitors currently in use (LifePak12) are scheduled to be phased out of use by the paramedics in Ventura County in the next 1-2 years. The LifePak15 cardiac monitor will replace the exisiting LP12 models.	30,000		30,000	M	L	L	L	No	Ongoing	Move to H Program Priority as the equipment used in the county is changing this year.

Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
EMT/Paramedic	EMT 1601	AHA ACLS, PALS, BCLS Instructor Materials	American Heart Association 2015 guidelines change every 5 years. Three courses that are current components of the paramedic program require updated instructor materials.	500	College Funds	Equipment	☒Goal 1 ☐Goal 2 ☒Goal 3 ☒Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☒Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☐High ☒Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
EMT/Paramedic	EMT 1602	Cardiac monitor Upgrade - second device	The cardiac monitors currently in use (LifePak12) are being phased out in Ventura County in the next year. The LifePak15 cardiac monitor will replace the exisiting LP12 models. 24 paramedic student will need more than	30,000	College Funds	Equipment	☒Goal 1 ☐Goal 2 ☒Goal 3 ☒Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☒Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☐High ☐Med ☒Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
			one device to allow for adequate practice time with the device to prepare for the field internship capstone phase of the program.									
EMT/Paramedic	EMT 1603	NearPod Institutional Access	NearPod has been trialed in the classroom following the SITE 3.0 workshop over the summer.	100 -300	College Funds	Computer	☐Goal 1 ☐Goal 2 ☐Goal 3 ☒Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☒Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☐High ☐Med ☒Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
EMT/Paramedic	EMT 1604	Emergency Medical Responder	Instructor for a new course that feeds students into the	10,000	College Funds	Faculty	☒Goal 1 ☐Goal 2 ☒Goal 3 ☐Goal 4	☒Enrollment ☐# Under-represented students	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
		Instructor - Part-time	EMT/Paramedic Pathway, as well as Nursing and Criminal Justice programs. Aligns with the VC Innovates pathways that allow for articulation agrements with Ventura County High Schools.				☐Goal 5	☒Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps				
					- Select -	- Select -	☐Goal 1 ☐Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☐Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
					- Select -	- Select -	☐Goal 1 ☐Goal 2 ☐Goal 3 ☐Goal 4	☐Enrollment ☐# Under-represented students	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

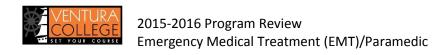|												
							☐ Goal 5	☐ Course Success Rate ☐ Productivity/ Fill Rate ☐ Degrees/ Certificates ☐ Close equity gaps				

Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.

Section I – Process Assessment
How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification
Preparer:

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

Preparer Verification:
☒ I verify that this program document was completed in accordance with the program review process.
Dean Verification:
☐ I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*

APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date:_____

Category for appeal: _____ Faculty

                                 _____ Personnel – Other

                                 _____ Equipment- Computer

                                 _____ Equipment – Other

                                 _____ Facilities

                                 _____ Operating Budget

                                 _____ Program Discontinuance

                                 _____ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.