



Emergency Medical Technologies

Program Review

2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

- EMT1203 – Renegotiate District WSCH Goal – Not completed
- EMT1202 – Program Equipment Inventory – completed internally during November 2013. Inventory list being used to plan replacement purchase schedule and repair priority listings expected to be complete prior to June 2014.
- *Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.*
- EMT1201 – Additional Clerical Support – The program was granted a 50% clerical position taken from the nursing department, the request for clerical III, 12 month, 60% was not funded.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Instructions: Provide any updates/accomplishments pertaining to Student Success or Operating Goals you created last year (see your last year's program review). The goals will not be continued in this same manner, but we want to provide faculty and staff the opportunity to provide any updates/accomplishments that may have taken place since last year.

- Nothing to update.

Section II - Description

A. Description of Program/Department

For clarification: Emergency Medical Technologies (EMTs) includes the Emergency Medical Technician (EMT) program and the Paramedic Studies Program (PM). The budget for both is combined.

A. Description (Emergency Medical Technician (EMT) and Paramedic Studies (PM))

A community depends on an emergency medical system that responds quickly with well-educated and competent EMTs. Successful completion of this one semester EMT program and the National Registry certifying examination presents the EMT with exciting employment opportunities with private ambulance companies, fire departments and hospitals who utilize basic life support skills. They may also find employment with companies providing basic medical care at concerts, sporting events and amusement parks. Successful completion of the EMT program is a prerequisite for most Paramedic Programs throughout the United States.

The Ventura College Paramedic Studies program is the only program fully accredited by the Commission on Accreditation of Allied Health Education Programs in Ventura County. Successful completion of this two semester program will allow students to sit for the National Registry licensing examination and then gain employment in the wide range of public and private agencies who incorporate the advanced life support skills of a paramedic into their needs.

Degrees/Certificates

- PM – Certificate with courses leading to AS in Emergency Medical Services

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

- Our program is the only fully accredited program in Ventura County (original accreditation July 2003)



Emergency Medical Technologies

Program Review

2013-2014

- Ventura College’s Paramedic Program graduates fill approximately one third of the paramedic positions within Ventura County (Ventura County Fire Department, Ventura City Fire Department, American Medical Response, Gold Coast Ambulance and LifeLine Medical Transport).
- National Registry (Licensure exam for paramedics)
 - 100% Success rate over the last 8 years
 - 99% Success rate since program inception
- National Registry (Certification for EMTs)
 - 83% overall success rate over the last 5 years
- Many of our graduates have received individual awards within the local Emergency Medical Service community
- Both faculty and alumni continue to be involved in all aspects of the Ventura County EMS Community
- Most of our faculty is actively involved in the Ventura County EMS Committees
- A majority of our faculty and skills instructors are products of the programs here at Ventura College
- Members of the Ventura County Prehospital Care System continue to be actively involved with our program by offering their time as guest speakers as well as support and provide necessary input as members of our Paramedic Studies Advisory Committee
- The program continues to develop collaborative efforts with other departments and faculty members
- Survey data continues to show that we are meeting or exceeding all employer and graduate expectations
- Program Director/Instructor Meredith Mundell and Paramedic Instructor Stephen Frank retired in December 2012
- Tom O’Connor was selected to fill the Program Director/Paramedic Instructor position, vacating the EMT Instructor position held prior to the promotion
- Barbara Cogert was assigned as administrative staff to the program 50% of the time (remainder spent working with the Nursing Program)
- As of April 1, 2013, the EMT curriculum changed at the state level requiring additional hours. The classroom lecture and skills time was increased from 110 hours to 136 hours. The Clinical and Ambulance experience time was increased from 10 hours to 24 hours. The paramedic curriculum changes did not increase the hour requirements
- At this time, we have one open position for paramedic instructor
- A majority of the staff is new to their educator role and needs more support and training (resources available at the college (D2L, EAC, LRC, etc...), High-Fidelity manikin training, Simulation/Scenario training, test writing, lesson plan development, etc...

C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

Paramedic Studies	Cost
Enrollment Fees	1702.00
Books/Supplies	700.00
Total	2402.00

D. Criteria Used for Admission

- EMT –
- Health Screening and Physical Exam
 - Drug, alcohol and criminal background clearance
 - Current CPR certification



Emergency Medical Technologies

Program Review

2013-2014

PM –

- Health Screening and Physical Exam
- Drug, alcohol and criminal background clearance
- Current CPR Certification
- EMT Certification
- Meet English, math, anatomy and physiology and work experience prerequisites

E. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

F. College Mission

At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Student Success • Respect • Integrity • Quality • Collegiality • Access | <ul style="list-style-type: none"> • Innovation • Diversity • Service • Collaboration • Sustainability • Continuous Improvement |
|--|---|

H. Organizational Structure

President: Greg Gillespie

Executive Vice President:

Dean: Dr. Kathleen Schrader

Department Chair: (Program Director) Tom O’Connor

Faculty/Staff:

Name	Tom O’Connor
Classification	Professor
Year Hired	2013
Years of Work-Related Experience	8
Degrees/Credentials	B.A., EMT-Paramedic



Emergency Medical Technologies Program Review 2013-2014

Name	James Rosolek
Classification	Part-time Instructor
Year Hired	2012
Years of Work-Related Experience	
Degrees/Credentials	EMT/Paramedic, BS Business Management
Name	Justin Johnson
Classification	Part-time Instructor
Year Hired	2013
Years of Work-Related Experience	
Degrees/Credentials	EMT/Paramedic, Associate in Science, Paramedic Studies
Name	Karen Bateman
Classification	Part-time Instructor
Year Hired	2003
Years of Work-Related Experience	
Degrees/Credentials	RN, BSN
Name	Kathleen Turnbull
Classification	Part-time Instructor
Year Hired	2013
Years of Work-Related Experience	
Degrees/Credentials	RN, PhD
Name	Andrew Dowd
Classification	Part-time Instructor
Year Hired	2013
Years of Work-Related Experience	
Degrees/Credentials	EMT/Paramedic, Associate in Science, Paramedic Studies
Name	Weston Williams
Classification	Part-time Instructor
Year Hired	2013
Years of Work-Related Experience	13 years
Degrees/Credentials	EMT/Paramedic, COA, Equivalency
Name	Barbara Cogert
Classification	Administrative Assistant, 50% Part-time
Year Hired	2011
Years of Work-Related Experience	20 years
Degrees/Credentials	N/A



Emergency Medical Technologies

Program Review

2013-2014

Section IIIa – Data and Analysis

A. SLO Data

- *Provide highlights of what you learned last year in your assessments and discussions.*
ISLO – Communication
 - EMTV01 Results: 100% (43 out of 43 students) performed at a good/pass level or higher when asked to demonstrate effective communication techniques with patients, peers and members of the healthcare team.
 - PMV01 Results: 100% (17 out of 17 students) performed at a good/pass level or higher when utilizing effective communication and interpersonal skills with patients and the healthcare team while providing education to individuals and groups
- *Provide highlights of some of the changes made as a result of the assessments and discussions.*
 - The measurement tools used support continuing with the current model. To remain current with changes in the field is all that is needed. The use of current periodicals and journals is sufficient to maintain this level of preparedness.
- *How did the changes affect student learning – or how do you anticipate that they will?*
 - Updated material lead the student to the discovery of leading trends in the areas of patient care. Students were pushed to explain their rationale for implementing changes to the ways EMS is currently operating with supporting data found in peer reviewed literature.
- *Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student learning? Explain briefly. Initiatives need to be entered in more detail in Section V.*
 - The addition of a simulated prehospital patient environment would allow the students to practice their skills in more realistic patient environments. Following skills practice in a lab setting, the use of manikins and realistic patient locations would enhance the student's practice at problem solving while attempting to recall and execute a skill without error.
- *What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning? Explain briefly. Initiative(s) need to be entered in more detail in Section V.*
 - Scenario development and use in the classroom to further enhance the learning opportunities for the students. Drawing from the personal experiences of the skills instructors and classroom educators, a basic framework for scenarios can be developed and utilized in the lab portion of the class. As it is used, adjustments can be made to update the condition of the patient or the treatments rendered based on changing practices and policies.
- *Comment on the status of your SLO rotational plan, mapping, and other TracDat work.*
 - The SLO rotational plan has been set for the 5 year plan. Program instructors have been asked for input on how they would like to evaluate each topic. The majority of instructors in these programs are first or second semester instructors and will need additional training and support during the SLO evaluation process.

Performance Data

1. Retention – Program and Course

Instructions:

Retention refers to the number/percentage of students completing the class.

- *How does your program's retention rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*

The retention rate for the paramedic program over the prior three years is 95% which exceeds the 86% retention rate seen over the last three years at the college. For the FY13, retention for



Emergency Medical Technologies

Program Review

2013-2014

the paramedic program retention was 94% again exceeding the 86% for the college in the same period of time.

- *In looking at your program's retention rate over the past three years, is there a trend? If so, explain.*
Over the last three years there are no noticeable trends
- *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in retention for certain groups of students? Also, is the retention going down for certain groups? If there are gaps, what might be done to address them?*
There does not appear to be any gaps in retention.
- *Do your retention rates meet your expectations? Are there areas that need improvement?*
Retention rate meets expectation
- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*
Student awareness of EAC resources during the period before class begins by introduction to the college resources through academic counseling, pre-program assessment of skills (technical reading, mathematics, and writing).

2. Success – Program and Course

Instructions:

Success refers to the number/percentage of students who pass the class with a grade of C or better or a "pass."

- *How does your program's success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*
The paramedic program's success rate exceeds the college number for the prior three years and for FY13. The students that enter the paramedic program
- *In looking at your program's success rate over the past three years, is there a trend?*
For FY13, there was a decrease in the success rate attributable to lower initial enrollment in addition to students being hired to fire departments during the program. The two students that were hired to fire departments increase the success rate by 5% which is in line with prior years.
- *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?*
There is insufficient data due to low enrollment of female students to determine gaps by gender. The white ethnicity has the lowest success rate of those represented in the group.
- *Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?*
Success rates are acceptable. The program continues to invest in resources for the students to improve overall success and improve instructor staff skills.
- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*
At this time, there are many new instructors and skills lab technicians that can use more training to improve overall effectiveness.

Program Completion – for "Programs" with Degrees/Certificates Only

Instructions:

Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?

- *In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?*



Emergency Medical Technologies

Program Review

2013-2014

None noted

- *Do the completion rates meet your expectations? Why or why not?*
Rates meet expectation. In recent years, a majority of the students entering the program already held a degree. Their success in the program can be attributed to their scholastic persistence and preparation.
- *What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and institution-set standards for completion.*
A paramedic graduate sees no financial increase as a result of holding a degree over certification. The extra course work needed for the degree option can be realized as a financial gain when the graduate advances within the workplace ahead of their peers into training and management positions. Currently, the positions held by these individuals do not require a degree.
- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).*
Working with the academic counselors beginning prior to student entrance into the EMT program to guide students to coursework completion of the prerequisites and general education courses prior to taking the EMT course would allow the student the opportunity to obtain EMT work experience without the need to attend college courses during that time of employment and have the student prepared for a degree option in addition to the certificate. Currently, any student that completes the paramedic program receives a certificate.
- *Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., Is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded?*
Over the last 4 years, 43 of the 59 graduates received degrees and all 59 received certificates.

B. Operating Data

1. Demographics - Program and Course

Instructions:

Demographics refer to the students enrolled in the program/course.

- *What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).*
 - The paramedic and EMT program demographics show a lack of diversity of the students when looking at gender and ethnicity. Greater than 94% of the students are male and nearly 70% are white. The EMT program has nearly 80% male participation and over 50% white.
- *How do your students compare to the college demographics? Is there a significant difference? What trends/changes do you see over the past three years?*
 - There is a significant deviation from the college average when compared to the paramedic program and has remained nearly constant over the last several years. The same trends are present for the EMT students to a lesser degree.
- *Is there a need to diversify the program in terms of age, gender or ethnicity?*
 - Presently the EMT and paramedic programs do not proportionately represent the college community when examining the gender or ethnicity. The age of the students in the EMT or paramedic program is consistently above the average college student age for the paramedic program and similar to the college group at the EMT program level
- *What initiative(s) could you develop based on what you have learned from the data or other information? Explain briefly. Initiatives to be entered in more detail in Section V.*



Emergency Medical Technologies

Program Review

2013-2014

- More research is needed to determine the cause of the participation differences in the programs. The advisory committee and other Ventura College representatives have been asked for assistance in determining the possible reasons for the divergence and solutions.

2. **Budget**

Instructions:

- *Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make.*
- *Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section V.*
- *(Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.)*
- *Please check the appropriate box below then provide your summary beginning on the next line.*

Program members have reviewed the budget data.

No comments or requests to make about the budget

3. **Productivity – Program and Course**

Instructions:

Productivity is based on the number of student contact hours that a faculty member teaches per week. The typical productivity factor is 525 (35 students/class x 5 classes x 3 hours per week = 525). Our overall college productivity goal for 2013-2014 is 530. Your analysis here should pertain to the number of students enrolled in your courses as that number relates to the program's productivity goal.

Are courses filling to the college productivity goal for your program?

- Paramedic = 325/530
- EMT = 579/530

If that goal is inaccurate, what should the program and/or department productivity level be? How many students should be in each course? Are any of the productivity goals at the course level inaccurate? If so, what should they be?

See the productivity chart included in your data packet to help you determine the appropriate productivity level for your program/courses.

- *Do the enrollment/productivity ratios meet your expectations for the program as a whole? Do the enrollment/productivity ratios meet your expectations for individual courses? Why or why not?*

Increased student recruitment activity in the Paramedic Program including:

- Revised and expanded Paramedic website
- Focused recruitment from current EMT program graduates
- Participation in High School Career Day activities
- One-to-one recruitment at Ventura County EMT/Paramedic agencies
- Networking with Statewide EMT/Paramedic agencies and leadership
- *How can you improve the performance overall or in some courses if they do not meet your expectations? (For example, at the course level, do some courses need to be offered or scheduled differently to try to increase enrollment?)*

Exploring possibility of part-time paramedic program including:



Emergency Medical Technologies

Program Review

2013-2014

- Varied class hours and times
- Weekend/evening class hours
- Summer bridge program for EMTs hoping to enter program

What initiative(s) could you like to develop based on what you have learned? Explain briefly. Initiatives will be required to be noted in more detail in Section V.

C. Resources

1. Faculty

Instructions:

- *How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*
 - There is one full time position within the department representing 18% of the teaching hours which is well below the FT staff percentage represented by the college. This number has been steady over the last several years.
- *Have there been any significant changes in (FTEF) for part and/or full time faculty over the last three years? If so, what are the effects of these changes?*
 - Retirement of FT and PT faculty in 2012 resulted in a vacant PT position that remains unfilled at this time.
- *Does your area have difficulty finding hourly instructors?*
 - Finding qualified instructors has been difficult. Several rounds of job postings have not produced a viable candidate and there is still an open position.
- *Is the program lacking faculty with a particular specialty?*
 - Not at this time.
- *Are there any specific accreditation requirements for FT faculty?*
 - The paramedic program requires each instructor to hold a degree, licensure/certifications and an EMS Instructor course in addition to varying years of field/clinical experience.
- *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section V.*
 - None at this time

2. Classified Staff

Instructions:

- *Have there been changes in the number of classified staff in the program/department over the last three years?*
 - Spring 2012 – EMT /PM clerical position was eliminated
 - Fall 2013 – EMT/PM clerical 50% position taken from nursing program to assist with the 180 EMT students per year and 24 paramedic students per year
- *What has been the effect of decreases/increases in classified staff on the program or department?*
 - Having some clerical staff has improved the processing of the students into the programs, but there are still significant gaps in availability. The EMT program is a night class and would benefit from clerical support later in the day. The department chair has decreased the workload pertaining to student processing with the 50% clerical staff, but again there is the need for more resources to have the program running efficiently and not in emergency mode.
- *What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department? Explain briefly. Requests need to be entered in more detail in Section V.*



Emergency Medical Technologies

Program Review

2013-2014

- Due to the cyclical nature of the student needs prior to, at the beginning of the semester and again toward the end of the semester, a request is made for a season office assistant II
- An instructional Lab Tech (40%) is also requested. Assistance with equipment maintenance, supplies, setup and take down of instructional scenarios by an individual with expertise with the program equipment would increase the longevity of the items used through better management.

3. Inventory

Instructions:

In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.

- *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section V.*
 - Updated simulation manikins will be needed in the next 1-3 years. Shared resources with the Nursing program have been utilized and proven as effective simulation devices. Several limitations were noted with the current METI-man manikin during use. The extra items required for nursing were not needed for the paramedic students and resulted in a cumbersome tether system for moving fluids to the manikin for nursing assessment and treatment. A newer version of the manikin has been designed for prehospital use and is untethered allowing it to be moved from point to point as a real patient would in a real situation. The difficulty of transitioning a manikin and equipment to a gurney is missed with our current model of METI-man. Ongoing maintenance for the current METI-man is needed.

4. Facilities or other Resource Requests

Instructions:

- *Is your program/department making any other requests for resources, including for facilities?*
 - The request for additional lab space has been requested as a joint initiative with Criminal Justice. The use of portable classrooms to create living and workplace environments would further develop the problem solving skills of the student as they adapt their training and skills to real life situations.
- *Initiatives will be entered in more detail in Section V.*
- *Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.*

5. Combined Initiatives

Instructions:

Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section V.

Combined initiatives with Criminal Justice for the development of realistic lab space.

D. Other Program/Department Data

Instructions:



Emergency Medical Technologies

Program Review

2013-2014

- Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?
 - None at this time
- What does the data indicate about the students, student performance, or any other aspect of the program?
- What about the data encourages or gives you cause for concern?
- Does the data meet your expectations? Why or why not?
- What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section V.
- Provide the data in an attachment or provide an online link.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- Innovation
 - Simulation development and implementation
- Legislation/Regulations
 - Curriculum updates to meet national, state and local guidelines for EMS Education
- Industry Standards/ New Technology
 - Equipment purchases to keep up with changes in the field
- Professional Development
 - Large number of new instructional staff has been hired and projected to be hired. Need for professional development courses will be high over the next few semesters.
- Advisory Committee Recommendations
 - Update to curriculum as suggested

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

Instructions:

Complete the Rubric for Instructional Program Vitality (Appendix C or D) created by the Academic Senate. It is a tool for further self-evaluation of your program. This rubric will be used in conjunction with (not in place of) resource requests and provide further input for any programs being considered for program discontinuance. This form must be submitted with your program review document. Answer the following question after completing the rubric:

- What is your score?
 - 31
- What does that score mean to you?
 - The paramedic program meets the goals of the college and provides the local area with 30% of the paramedics actively working in the community.

Section V - Initiatives

Instructions:

Begin listing your initiatives here, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A. Initiative: Additional Clerical Support (EMT and Paramedic Programs)

Initiative ID: EMT13-01 (repeat from last year)



Emergency Medical Technologies

Program Review

2013-2014

Link to Data: Addition of a 50% classified staff has helped, but there is still a backlog of paperwork associated with each student file verifying clearance to continue in the clinical portion of the program. Currently, the instructors and department chair are carrying the additional load of following-up on background checks, drug screening results, immunization history, medical screening and clearance, verification of driver's license and current CPR card for the Healthcare Provider or Professional Rescuer in addition to the orientation materials required by each clinical site. Each student must be verified complete in all categories prior to entering a clinical site. Each section of EMTs has a max enrollment of 45 students and completing the review of documentation requirements has been taking 8-10 hours for both sections each week to keep current. These requirements continue to be increased at each contract cycle with the clinical and field site providers.

Each EMT class has maximum enrollment including the waitlist each semester and by census date, a large number of students have dropped the course due to ineligibility to complete based on criminal background history. Students do not read the course description that contains the requirements, nor do they see the requirements printed on their invoice when paying for the course enrollment. Instructional staff is not available to provide information prior to the semester to incoming students. Classified staff would provide prospective students with a check list that would be initialed by the student for each item that has been a source of attrition from the program. Estimating at least the number of enrolled students plus additional inquiries that do not follow through to enrollment, at least 100 students will need to go through this brief process to obtain an add code.

The paramedic program has similar processing needs to the EMT courses. With 24 students annually, processing of applications and handling of the background checks, etc... has needs for clerical support 12 months of the year. Prospective students contact the program year round for information and applications.

Additional items handled by this position include: maintaining the State and Local EMS Agency student and instructor files, preparation of the skills instructor schedule, maintenance of the skills instructor contact information, processing of the skills instructors monthly time sheets, new student requests for information, current student tracking of medical and criminal screenings with reports to the course instructor, student contact listings needed for clinical sites, preparation of document of completion for each student per state regulation guidelines, processing of continuing education certificates (individually printed for each student with name to meet EMS agency guidelines), preparation of requisitions, support in the preparation of faculty and accrediting agency require advisory committee meetings, prepare minutes for meetings, process departmental mail, ordering of office supplies, prepare surveys, tally survey data and prepare findings required by the accreditation agency, prepare and process handbooks with syllabus for printing at Canon, preparation of documentation for field trips, preparation of clinical site training packets, follow-up with clinical sites and district for contracts and maintain files locally, etc...

Expected Benefits: Higher retention rates for EMT program, decrease paperwork load for instructors giving more time to better prepare for instruction, better prepared for meeting accreditation standards

Goal: Meeting CAAHEP Accreditation requirements as well as contract requirements for clinical and field site providers



Emergency Medical Technologies

Program Review

2013-2014

Performance Indicator: Maintain compliance with accreditation standards and clinical/ filed site provider requirements.

Timeline: 2013-2014

Funding Resource Category: Staffing Funds

Ranking: R

- B. Initiative:** Surplus classroom trailers placed near the MCE building to be used for scenario training within a realistic patient environment

Initiative ID: EMT14-03 (collaborative with CJV1404)

Link to Data: Current resources had the students practicing their skills on a multitude of manikins and student volunteers in a laboratory setting. The actual work environment for the EMT or Paramedic involves the skills being taught in addition to problem solving abilities needed to overcome environmental challenges. Creation of a simulated apartment would allow the students opportunities to learn how to handle the complexities of scene management while performing the skills required of either level of student.

Other programs have included similar training locations to their programs to attain more realistic settings and challenges for the students to better prepare them for employment.

Expected Benefits: Improve the student's ability to handle a variety of environmental challenges posed to performing a patient assessment resulting in better prepared job candidates as EMTs or paramedics.

Goal: Improved feedback from students and employers on the level of preparedness for entry in the workforce.

Performance Indicator: Successful scoring on a variety of class scenarios depicting real life locations

Timeline: 2014-2015

Funding Resource Category: Facilities Funds

Ranking: H

- C. Initiative:** Create an up-to-date inventory with a replacement schedule for all items over \$1,000.00 for the EMT and Paramedic programs.

Initiative ID: EMT 13-02

Link to Data: The inventory listing in Banner is not complete. The program needs to establish a current inventory and replacement schedule.

Expected Benefits: A complete and accurate inventory list would provide the information needed to determine an adequate budget for equipment maintenance and replacement (total cost of ownership). This would allow students to train with the most current equipment and better prepare them for success in today's work environment. This would also allow us to identify future equipment needs of the program.

Goal: Comprehensive listing of all equipment, value, location of storage and uses

Performance Indicator: Completed listing of all equipment

Timeline: 2013-2014

Funding Resource Category: No new resources needed

Ranking: M



Emergency Medical Technologies

Program Review

2013-2014

D. Initiative: Renegotiate WSCH for the EMT/Paramedic program

Initiative ID: EMT 13-02

Link to Data:

Expected Benefits: More realistic representation of WSCH for the EMT/Paramedic program

Goal: More reasonable WSCH based on student to teacher ratio required by accrediting body

Performance Indicator:

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Ranking: L

E. Initiative: Seasonal Office Assistant II

Initiative ID: EMT 14-02

Link to Data: Admissions paperwork, state, and local EMS Agency mandated material for each EMT and paramedic student requires 8-10 hours/ student to answer questions, follow-up on progress, and verify their eligibility for the clinical portion of the program. This includes background checks, drug and alcohol screening results, immunization history, medical screening and clearance, verification of current CPR card in compliance by the local EMS agency's constantly updated listing, and student age verification of at least 18 years by driver's license. A majority of these items are addressed prior to the start of the class and within the first weeks of the course and some are completed within the final two weeks of the class and in the week immediately following the end of the semester.

Currently, the instructor staff has been filling in to assist with these tasks that are not part of the instructional responsibilities for each section. The processing of these items takes up instructor time from class and monopolizes any extra time the instructors might have for the students to develop better understanding of the course material. Additionally, the requirements listed are continuously changing requiring multiple instructors to remain current instead of having one point person to address the items.

Each student must be verified as complete in all categories prior to entering the clinical sites to remain compliant with the clinical agency guidelines. Accreditation guidelines as well as State and Local EMS policy require the clinical portion of the class with increasing contact hours and skills that increase the liability of the clinical sites that have increased the requirements at each contract renegotiation.

Addition of this position with reinstatement of the clerical position lost in spring 2012 (see initiative 1301) would correct the workload assignments currently being placed on the instructional staff and department chair.

Expected Benefits:

- Enrollment and processing improvement to help increase retention rates in the EMT program specifically
- Maintain compliance with our accrediting agency

Goal: Allow instructors to focus their efforts on teaching and updating the course materials to remain compliant with National, State and Local EMS requirements by removing the paperwork requirements from their list of tasks.



Emergency Medical Technologies

Program Review

2013-2014

Performance Indicator: Maintain compliance with state and local accreditation standards and clinical facility contract requirements

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Ranking: R

F. Initiative: Instructional Lab Tech (40%)

Initiative ID: EMT 14-01

Link to Data: Paramedic and EMT part-time instructors are typically on campus for just their lecture/lab hours and many of the scenarios utilized during the education of the students require significant setup of equipment and resources. Additionally, the seven instructors are the ones that troubleshoot any issues with the equipment or report maintenance needs taking away from the time used to demonstrate the scenarios. Many items require extensive training and practice to get to the level of proficiency required to allow its use in the classroom effectively.

This position would support the EMT and Paramedic programs by maintaining the equipment and supply inventory at appropriate levels to allow for proper training of the students. The setup and break down of the daily instructional scenarios as well as assisting faculty with the lab/classroom instruction would provide an increased number of opportunities for each student to learn, practice and master the skills needed to become successful in the course and in the workplace.

Many of the items purchased are not used to their fullest capability due to lack of training or lack of knowledge about the equipment by the instructors. This support position would allow a new instructor to focus on the teaching of what to do while the Lab Tech would provide the technical assistance needed to allow the equipment to be used as designed.

Expected Benefits: Greater life expectancy of equipment used in skill lab, point of contact for repairs/replacement and supplies, greater use of all equipment

Goal: Have a specialist with knowledge of the equipment and its application to the topics of EMS available to the instructors as an additional resource.

Performance Indicator: Increased use of program equipment with greater hand-on time for each student measured by student success rate in the lab portion of the class

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Ranking: H

Section VI – Process Assessment

Instructions: Please answer the following questions:

A. How have the changes in the program review process this year worked for your area?

I am new to the department and this is the first time going through the program review process.

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

I do not have a reference to be able to adequately suggest improvements.

C. Appeals



Emergency Medical Technologies

Program Review

2013-2014

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.

VII – Submission Verification

Instructions: Please complete the following section:

Program/Department: Paramedic Studies

Preparer: Tom O'Connor

Dates met (include email discussions): 8/21/13, 8/30/13, 9/18/13

List of Faculty who participated in the program Review Process:

Tom O'Connor, Barbara Cogert, Kathy Schrader

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. Dean may also provide comments (optional):



Emergency Medical Technologies Program Review 2013-2014

Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand / Fill rate ¹	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	6
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	2
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	

¹ Enrollment demand is determined by the ability to fill classes.

² Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



Emergency Medical Technologies

Program Review

2013-2014

Appendix-D

A "2" would indicate that a program is at 80% or greater of its productivity rate.	2
A "1" would indicate that a program is at 70% or greater of its productivity rate.	
A "0" would indicate that a program is at less than 70% of its productivity rate.	

Up to 3	Program Completion	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	3
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	Employment Outlook for Students/Job Market Relevance	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years <i>and/or</i> "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	3
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	Success rate³	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	Course completion rate⁴	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	4
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

³ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

⁴ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."



Emergency Medical Technologies Program Review 2013-2014

Appendix-D

A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

The paramedic program is above the average success and retention rates for the college. The students have gone on to fill over 30% of the paramedic positions within Ventura County with several coming back to the college as instructors.

Score interpretation, academic programs:

- 27-32** Program is current and vibrant with no further action recommended
- 22-26** Recommendation to attempt to strengthen program
- Below 22** Recommendation to consider discontinuation of the program