

SLO Retreat Outcomes Report  
Health 81

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**PURPOSE:**

In order to be certified as an Emergency Medical Technician – 1 (EMT-1) in the State of California, a student must pass a national certification exam known as the National Registry of EMT (NREMT) Exam. It is designed to allow a first time 70% pass rate of all participants nationwide. The current data shows that the Las Positas Students completing the Health 81 curriculum pass the NREMT exam on their first try at 78-79 % (above the national average). It is not uncommon for training programs to have first time pass rates of 90-91%. A question arises as to whether or not they are teaching the subject matter or teaching to pass the exam.

It is our goal as the adjunct faculty of Health 81 to prepare the students to learn the subject matter and as a consequence of mastering the subject matter, successfully pass the NREMT certification exam. The workshop allowed us to:

- Understand the principles of Student Learning Objectives and the need for SLO's in the LPC long range plans for accreditation.
- Identify an area for improvement in our current Health 81 curriculum
- Prepare a solution or an instrument to improve the identified weakness.
- Evaluate the impact of the curriculum modification in the scores of the students NREMT exams in December of 2005.

**PROCEDURE:**

The primary instructors for the Las Positas College EMT Program met for a workshop on July 15th. Those in attendance included Sebastian Wong, Josh Gatkin, Lori Adkins, Robert Young,

The regulatory agency's representative Mr. John Vonhoff from the Alameda County Emergency Medical Services Agency (EMSA) was invited and attended. ALCO EMSA is responsible for auditing, examining, and ensuring that the program meets local, State and National regulatory standards. ALCO EMSA is also responsible for monitoring our program to ensure the quality of the training.

The adjunct faculty members of the program were lacking in knowledge regarding SLO's. Mr. Mark Tarte from the AJ program kindly attended to be our subject matter expert on the issues and to help facilitate our plans to develop our plans.

Dr. Neil Ely Dean of Division III was present for a short time and provided strategic guidance and input as to the limits and capabilities of College financial and logistical resources available.

The primary focus of the workshop was to discuss the pilot program of " student learning objectives". This is a specific measurement of learning which considers what a student is actually capable of doing once learning has taken place. Our course is particularly well suited to this type of objective measurement and is among several classes at the college that will be participating in this project. Most of the participation involves how we write the class objectives and the assessment measures that take place after course completion.

We discussed how the class is currently running, identified areas that are in need of improvement and set priorities for making these changes. One area that all of the staff agreed needed work was the organization and structure of our skills labs on Saturdays. Having many different instructors with varied backgrounds and experiences can lead to inconsistencies in instruction. Our plan is to carefully script the skills instruction and scenarios. If each of us takes two or three scenarios and puts them into a structured format, the task will be easy on all of us and when completed we will have an instructor guidebook that will improve our delivery of skills instruction.

The members of the Health 81 Adjunct Faculty recognize that the results of student performance on standardized testing may be controversial and there are other measures of student success. Besides the NREMT exam, we wish to look at other measures of student success such as the satisfaction levels of employers who hire our graduates, and the percentage of our graduates that continue on to further study in the health care profession.

#### RESULTS:

Based on the consensus of the adjunct faculty, the first attempt will be to organize and standardize the skills instruction component of the course. The first three lesson plans/teaching outlines is attached.

After one semester where the updated lesson plans and patient teaching scenarios were used, the EMT training program was able to demonstrate a 92% pass rate among the students who took the exam for the first time. This is in contrast to the previous semester where the pass rate was 78% for the students who took the NREMT exam for the first time.