Program: Emergency Medical Services
Division: MSEPS
Date: September 28, 2017
Writer(s): Sebastian Wong
SLO/SAO Point-Person: Sebastian Wong

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:
https://goo.gl/23jrxt
Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

1) *Please respond to each question as completely as possible.*

2) *If the requested information does not apply to your program, write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 13.*

4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 16*

Links:

Program Review Home Page: https://goo.gl/XATgjJ
Fall 2016 Program Review Updates : https://goo.gl/YV8QOt
Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (https://goo.gl/WuR9cQ)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

In the Spring of 2017, the College overall had the following demographics in regards to race and ethnicity: 39% White, 30% Latino, 14% Asian, and 4% African American.

51% Female
49% Male

The EMS program demographics are 51% White, 30 % Latino, 6% Asian, and 3 % African American.

36% Female
64% Male

The EMS program is not representative of the entire college population and it would be desirable to see an increase in Asian and African Americans.

It would also be desirable to see an increase in women pursuing this field, which has excellent growth potential in the near future. There has not been any significant changes in demographics recorded over the past two years.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

	Mark an X next to each area that is addressed in your response.
The paramedic curriculum offered now is a for-credit format that is different from previous offerings that were fee based. **A major change in the external factor was the awarding of CAAHEP initial accreditation for the paramedic program in March of 2017. This initial accreditation will be re-evaluated in five years.** **The general fund budget support of the paramedic program has had to increase due to statutory requirements on the skills instructor to student ratio.**	Definitions of terms: https://goo.gl/23jrxt

	Area
	Community Partnerships/Outreach
X	Curriculum*
X	Enrollment Management
X	External Factors
	Facilities,** Supplies and Equipment (Including

A full time faculty member has been hired to teach the paramedic program and provide discipline coordination. **In the Fall 2017 semester, an additional EMT Class section was added due to need.**		Software)
	X	Financial/Budgetary
	X	Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
		SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

C. **Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?**

In the 2016 Program Review Update, the site visits were scheduled for the initial accreditation of the paramedic program and the site visits were accomplished with resultant successful accreditation of the paramedic program.	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
	X	External Factors
		Facilities,** Supplies and Equipment (Including Software)
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

The EMS program still needs to improve on Community and Partnerships outreach to try and capture more high school students directly into the curriculum. We have articulation agreements with the Livermore Tri-Valley ROP and Mission Valley ROP to allow students to enter our EMT training with EMS 20 by completing a prerequisite course at the high schools. **The students leaving EMS 20 now have an opportunity to continue their EMS education further with a for credit paramedic program.**	Mark an X next to each area that is addressed in your response.

Definitions of terms: https://goo.gl/23jrxt	
X	Community Partnerships/Outreach
	Curriculum*
X	Enrollment Management
	External Factors
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

The most significant obstacle in furthering our plans and goals in the EMS program is the need for a state of the art simulation laboratory and classroom. Declining opportunities for our students to obtain clinical placements has resulted a greater need for near lifelike training scenarios using simulation manikins. **The passage of Measure A will hopefully provide much needed funding to construct a public safety educational building where our Administration of Justice, Fire Science Technology, and EMS programs can have state of the art laboratories and classrooms to help our students achieve their educational goals.**	Mark an X next to each area that is addressed in your response.

Definitions of terms: https://goo.gl/23jrxt	
	Community Partnerships/Outreach
	Curriculum*
	Enrollment Management
	External Factors
X	Facilities,** Supplies and Equipment (Including Software)

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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

We will need to actively participate in the planning for the Public Safety Building prioritized in our College and District Facilities Master Plan. **This participation will require active engagement and advocacy with the consultant hired to develop the plans for our public safety building.**	Mark an X next to each area that is addressed in your response.	
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<table>
<tr><td rowspan="20">Even if the planning process is completed in this first year, the construction of the Public Safety Building in our Facilities Master Plan will take 3-4 years.

Once completed, the building will need to be outfitted and materials and educational equipment will need to be moved into it.</td><td colspan="2">Mark an X next to each area that is addressed in your response.</td></tr>
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H. **Do you have any facilities needs that are currently unmet? If yes, please describe.**

> **Yes, our program needs additional laboratory space in the form of classrooms and if financially feasible, the construction of simulated response areas for our paramedics and public safety students.**

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

> *Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.*

> **The EMS program is primarily career technical but also extremely valuable for transfer students seeking further education in Nursing, Medicine, Physicians Assistant, and Allied Health careers. As a program, we need to improve our efforts to increase our diversity.**

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ____yes __X__no

(This data can be found here: https://goo.gl/b59nCy)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

> **While we did not meet our target of 71 %, our success was 70%. Close but not exactly hitting the target. Due to the fact that we missed by 1%, I would believe that our efforts are close. We have done this with part time faculty and decreased work space in classrooms and educational equipment for the past few years. Hopefully, we can now meet and exceed our target.**

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. <u>Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze</u>. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area:
Text of the CSLO, SAO, or PSLO:
Describe the quantitative or qualitative results:
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO   PSLO   SAO
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

Section Two: Curriculum Review
(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> 1. Log in to CurricUNET
> 2. Select "Course Outline Report" under "Reports/Interfaces"
> 3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

> EMS 62/HCSI 62
> EMS 91
> EMS 70A
> EMS 70B

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

> In order to demonstrate our effectiveness in successfully implementing the SWP, we plan to create stackable certificates for our students to improve their ability to secure employment. A career certificate with EMS 30 and EMS 70B is proposed for Emergency Medical Responders and lifeguards, a Certificate of Achievement for EMT with EMS 20, Bio 50, EMS 62 is proposed for EMT's seeking employment with hospital emergency departments and ambulances, and a Certificate of Achievement for Paramedic will be modified to reflect the predicate certificates that build up to the licensure for paramedics.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

> We have a desire and plan to offer EMS 91, which is a recertification class in a hybrid online/skills format. Professional EMT's need 24 hours of continuing education to recertify their credentials for employment. 24 hours of classroom time may be accomplished via Distance Education and once done, the student may come into the classroom to demonstrate psychomotor competency in professional skill sets.

Section Three: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact <u>Vicki Shipman</u> or the current CTE Project Manager for access to data).

> The Centers of Excellence Community College Consortia (COECCC) data projects 286 annual Paramedic/EMS based job openings between 2015-2018. The COECCC data reports a total of 77 Paramedic/EMS based completers per year from 2012 to 2016, yielding a demand of 209 openings per year of the combined occupations (SOC Codes).   Geographic Coverage: SF Bay Area.
>
> (Source: Data compiled by and used with the permission of the Centers of Excellence Community College Consortia. More information available at www.COECCC.net.)

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

> **Yes, the meetings were: April 25, 2017, November 15, 2016. During the advisory meetings, the recommendation was to utilize commercial testing materials for the paramedic program so that exam validation was readily available for future accreditation site visits. The recommendation was implemented with the Fall 2017 paramedic class. A recommendation was made to increase clinical placements for paramedic students and our faculty and staff are actively engaged in implementing that recommendation.**

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact <u>Vicki Shipman</u> or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

> **Base Year: 2015-2016**
>
> **Enrollments:** LPC 355; EastBay 344; Entire Bay Area 241; State 242. LPC's enrollments exceed the EastBay, Entire Bay and State.
> **LPC Completions:** LPC 33 (from our Fee-Based offering); East Bay 73; Entire Bay Area 52; State 33. LPC's completions do not meet or exceed the East Bay, Entire Bay Area, and State. To increase completions, faculty will encourage students to complete paperwork to earn their certification/degree; faculty will encourage Student Services to effectively implement DegreeWorks.
> **LPC Transfer:** There are insufficient data to calculate this metric.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

There is insufficient data to calculate this metric

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

Base Year: 2014-2015
Students employed in the Fourth fiscal quarter: LPC 73%; East Bay N/A; Entire Bay Area N/A; State N/A.   There are insufficient data to calculate this metric.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?

Base Year: 2014-2015
Increased Earnings: LPC $6326; East Bay N/A; Entire Bay Area N/A; State N/A.   There are insufficient data to calculate this metric.
Median Change in Earnings: LPC 128%; East Bay N/A; Entire Bay Area N/A; State N/A.   There are insufficient data to calculate this metric.