

## PROGRAM REVIEW Fall 2018

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**Program: Emergency Medical Services**

**Division: MSEPS to STEM to finally reside in SLPC**

**Date: October 20, 2018**

**Writer(s): Sebastian Wong**

**SLO/SAO Point-Person: Sebastian Wong**

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**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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

**Topics:** A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

**Help:** Contact Karin Spirm: [kspirm@laspositascollege.edu](mailto:kspirm@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 \_\_\_\_\_.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by \_\_\_\_\_.

### **Links:**

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

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## Section One: Program Snapshot

### No Significant Changes Option

Contact person: \_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

**Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20\_\_\_\_\_.

**A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

The EMS Program teaches entry-level job preparation for students interested in becoming pre-hospital care workers. The initial class trains the student to function as an Emergency Medical Responder, which can lead to the next step in the career ladder training as an Emergency Medical Technician. The EMR usually finds employment as a lifeguard or first aid provider at a fixed location. The EMT is trained to function on an ambulance delivering basic level emergency care or work in a hospital emergency department as an Emergency Room technician. The highest level at the career ladder training is the Paramedic, which primarily works in the pre-hospital environment, and graduates are hired to work emergency ambulances in major cities and for fire departments

**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 2017).**

A major change in the Program has been the loss of two allied faculty members in the Public Safety area. Mark Tarte, Instructor in Administration of Justice and Ron Johansen, Instructor in Fire Science Technology took advantage of the District SERP and retired. The Public Safety Group has also experienced turnover in the departure of the Public Safety Manager, which is currently being filled on a temporary basis by a Part-time Faculty member who has had extensive history in public safety management.

Work continues on the planning with the MIG consulting group to develop the LPC Facilities Master Plan which will include the new Public Safety Training Center supported by Measure A Bond Funds.

The work has progressed to the point where the EMS faculty and Administrative Staff are working with the Project Engineer Directly to identify the square footage needs of the Public Safety Building. It will be crucial to have the Fire Training Tower that has seven (7) stories above ground and one below grade space to properly train individuals on how to rescue patients.

A concentrated and resolute commitment to this project is essential to ensure that the optimum facility is designed and built for student success in the public safety classes.

General Fund support for materials, equipment, and supplies used in the EMS classes continues to a priority. In addition, General Fund support for the Professional Experts assisting the faculty in the EMT, Paramedic, EMS 70B (CPR) classes needs to be maintained at the ratios required by legal statute and contractual requirements. (EMS 30) EMR would like to see the re-institution of funding for a Professional Expert per section as an assistant to the Instructor when lab skills are being taught.

A major change has been the development of stackable certificates in the EMS program. This effort is important due to the changes in the funding model from the CA State Chancellors Office where 20% of apportionment will be based on completions of degrees and certificates.

A Division Change was completed without difficulty and the hiring of a full time Public Safety Manager has occurred.

The EMS 20 (EMT) curriculum had to be updated to add 0.5 more units due to California State EMS Authority certification guidelines in changing the scope of practice of EMT's.

The EMS 14 and EMS 15 class are work study oriented. As a result the Faculty Instructor of the class receives limited funding to the CAH assigned to the classes. This funding is insufficient to properly compensate the instructor to provide the best experience for the student. State Regulations require only the minimum and our program would like to exceed the minimums to be a better program.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
X	Curriculum	X	Financial/Budgetary	LPC Collaborations	SLO/SAO Process
	Enrollment Management	X	Human Resources	Pedagogy	Technology Use
	External Factors		Learning Support	Professional Development	

**C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.**

The EMS Program still needs to increase the Diversity of the program. I am thinking that we need to go further in recruiting veterans and collegiate athletes.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>		
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	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

**D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: this information will be available in August 2018. Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

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.

**The Fall 2018 Cohort has the following demographics.**

Demographic	Number	Percentage of Class
WOMEN	7	29.17
AFRICAN AMERICAN	3	12.50
ASIAN	2	8.33
HISPANIC	1	4.17

**As you can see, the percentage of female and Latino students in the EMS program has dropped but the percentage of African Americans and Asian students has risen.**

One strategy to explore is the targeted admission of female students from our collegiate athletic programs and veterans’ programs.

<b>X</b>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	<b>X</b>	LPC Planning Priorities		Services to Students
	Curriculum		Financial/Budgetary	<b>X</b>	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

**E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

SPRING 2018 CEMC DATA

WSCH: 1257

FTES: 41.7

FTEF: 2.6

PRODUCTIVITY: 479

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](http://www.COECCC.net).)

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://goo.gl/23jrx>

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

**F. 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 B-E).**

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

**G. Obstacles: What obstacles has your program faced in achieving plans and goals?**

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

**H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.**

The highest priority is to finish the Facilities Master Plan for the Public Safety Complex and have it approved by the Board of Trustees. Once that has been done, we can start the process of building the complex.

The second highest priority is to find mechanisms to enshrine and institutionalize the staffing and equipment budgeting needs. At the current time, a majority of the funding is based on Strong Workforce Program Grants.

We must continue to make attempts to reach out to the local high schools and develop articulation agreements with them and pathways for the students to enter into the EMS CTE programs.

Another short-term need is the plans of the College to begin work on the Student Support Building in the LRC, Bldg. 2100, and Bldg. 2200. Bldg. 2200 houses all of the EMS classrooms and simulation laboratories so we will have to move to the temporary classrooms in the Bldg. 100 area.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>		
<b>X</b>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	<b>X</b>	LPC Planning Priorities	Services to Students
	Curriculum	<b>X</b>	Financial/Budgetary	<b>X</b>	LPC Collaborations	SLO/SAO Process
	Enrollment Management	<b>X</b>	Human Resources		Pedagogy	Technology Use
	External Factors		Learning Support		Professional Development	

**I. 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).**

The major long-term planning is the design and construction of the Public Safety complex using Measure A funds.

If possible, the EMS program would like to grow the courses and classes enough to warrant the addition of a second Full time Faculty member but that may take 5-10 years.

Mark an X before to each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	<b>X</b>	LPC Planning Priorities	Services to Students
	Curriculum		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Enrollment Management	<b>X</b>	Human Resources		Pedagogy	Technology Use
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## Section Two: Current Topics (Required for All Programs)

- A. Educational Master Plan:** A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here: (<https://goo.gl/1AefkX>). If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

In the goals of the Public Safety Cluster of the LPC Educational Master plan, one item is to establish articulation agreements with 4-year colleges that offer an EMS baccalaureate degree. No CSU or UC offers a baccalaureate degree in EMS so the program has begun the process to develop an articulation agreement with Utah Valley University to recognize the LPC EMS curriculum and allow our Certificate and AS Degree graduates to enter UVU as Juniors. UVU will allow our graduates to attend online and to pay only the Utah state resident tuition to complete their degree.

- B. Program-Set Standard (Instructional Programs Only):** Did your program meet its program-set standard for successful course completion?  yes  no

(Note: this information will be available in August 2018)

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

- C. Facilities:** Do you have any facilities needs that are currently unmet? If yes, please describe.

We still need additional Simulation laboratories but that will be addressed with the construction of a new public safety complex.

- D. Professional Development**

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

- D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.**

**Professional Development is readily available on campus and in the college. The Institute of Learning and the new faculty orientations have been very valuable**

**D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.**

I would like to see the addition of more Instructor courses for our NAEMT continuing education classes that we offer through Community Education. There are funds in the SWP grants but the priority of launching the Fire Academy in Spring of 2019 means that we will have to defer such training to a later date for professional development funding.

**E. Program Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?**

### Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year’s Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: <u>/CSLO/</u> PSLO SAO
Course, Program Name, or Student Service Area: <b>EMS 30 Emergency Medical Responder</b>
Text of CSLO/PSLO/SAO: Upon successful completion of EMS 30, the student should be able to recognize emergency medical illnesses and traumatic injuries and implement treatment at the scope of practice of Emergency Medical Responder
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO:
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
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?
DO you plan to continue tracking this SLO in the next year? Explain.

**C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (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 to analyze a PSLO, identify the courses that are mapped to the PSLO.

**D. SLO/SAO Suggestions (optional):** What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

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Circle One: <u>/CSLO/</u> PSLO   SAO
Course, Program Name, or Student Service Area: <b>EMS 62 Medical Terminology</b>
Text of CSLO/PSLO/SAO: Upon successful completion of EMS 62, the student should be able to break down complex medical terms into simple root words and infer larger meanings through knowledge of smaller component word parts
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

**B. Below, report on your program's progress on the plan described in Question (A) above.**

Text of CSLO/PSLO/SAO:
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SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
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?
DO you plan to continue tracking this SLO in the next year? Explain.

**C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year’s program review). (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 to analyze a PSLO, identify the courses that are mapped to the PSLO.

**D. SLO/SAO Suggestions (optional):** What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Circle One: CSLO    PSLO    SAO

Course, Program Name, or Student Service Area:

**EMS 10 Paramedic Theory 1**

Text of CSLO/PSLO/SAO:

Upon successful completion of EMS 10, the student will be able to describe the function of the Emergency Medical System and its historical development.

Upon successful completion of EMS 10, the student will be able to assess and discuss respiratory emergencies to successfully pass the Fisdap Airway Module Exam.

Upon successful completion of EMS 10, the student will be able to discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

**B. Below, report on your program's progress on the plan described in Question (A) above.**

Text of CSLO/PSLO/SAO:

SLOs: Assessment data collected from \_\_\_\_\_ sections over \_\_\_\_\_ semesters.

SAOs: Assessment data collected from \_\_\_\_\_ students over \_\_\_\_\_ semesters.

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?

DO you plan to continue tracking this SLO in the next year? Explain.

**C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)**

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Circle One:

CSLO   PSLO   SAO

Course, Program Name, or Student Service Area:

Text of CSLO/PSLO/SAO:

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

**D. SLO/SAO Suggestions (optional):** What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

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**Section Four: 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 20  
EMS 30

**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.

We added a Career Certificate in Emergency Medical Responder and a Certificate of Achievement in Emergency Medical Technology

**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.

Not Applicable