

## **Introduction**

### **Foothill Paramedic Program**

#### Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

#### Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean/Administrator's comments/reflection/next steps
7. Vice President Comments

#### 2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
- Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

#### Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

#### Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

## **Basic Program Information**

Department Name:

Program Mission(s): "To prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains," with or without exit points at the Emergency Medical Technician-Basic levels. The program is designed to prepare student for employment as paramedic working for various EMS agencies, such as ambulance services, fire agencies, fixed & rotary wing operations, and hospital emergency departments. Students who complete the program in a satisfactory manner are qualified to apply for state paramedic licensure.

Program Review team members:

Name	Department	Position
David Huseman	EMT-Paramedic	Program Director
Jim Wyatt	EMT-Paramedic	Clinical Coordinator

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	5

**Existing Classified positions:**

Example: Administrative Assistant I None at this time

Example: Program Coordinator – Charlie McKellar

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
EMT-Paramedic Program	AS	55.5

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

## Section 1. Data and Trend Analysis

### 1.1. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2010-2011	2011-2012	% Change
A.S Degree in EMT-Paramedic	1	NA	

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate			
NA			

We implemented a new program in 2012 requiring students to meet with counselors to receive information on degree paths. We do not have any information as of yet.

1.2 Department Data (Attach data provided by IR or manually complete chart below)

Dimension	2010-2011	2011-2012	% Change
Enrollment	310	311	0.99
Productivity (Goal: 546)	648	522	0.80
Success	285	259	0.90
Full-time FTEF	1	1	0%
Part-time FTEF	5	5	0%

The program is need of second full time faculty member. The workload to maintain required paperwork and tracking of students is critical and a requirement of accreditation. In order to get students into clinical field internships sites earlier will help with reducing the number of incompletes that the program has had over the past several programs. The Program Director is challenged with maintaining other required aspects of the program, i.e. day-to-day student issues, and promoting the program and meeting with facility and Agency managers.

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1						
Ex. ART 2						

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

- a. Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree.

The program has been operating at capacity for the last three years. The economy has played a part with people changing career paths. We started off with 30 students, and currently have 28. Two students left the program because of an employment offer in the fire service. We have 31 students in various portions of their clinical and field rotation. Please see attach for further information.

2. Completion Rates: Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends, including completion rates by student demographic.

- a. AA, AS, transcriptable certificates
  - b. Local, non-State approved certificates
  - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

Many students come into the program with an AS or BS degree already. One area that we have made improvements on is educating the students as to the degrees that are associated with the program. We now require that every student, whether they have a degree or not meet with a counselor to review their options for receiving an AS in Paramedics or receive a BS degree in Health Science through the articulation agreement we have with San Jose State. At this time I am not aware of any students receiving a degree. I am continuing to follow up with students.

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions. For reference, the college productivity goal is 546. The program is required to maintain a 1:6 instructor/student ratio to be compliant with State EMS regulations. The attrition rates seem to be less than previous classes. The program has set up regular student instructor counseling sessions to evaluate the progress of the students throughout the program. The plan is to assess any concerns earlier. The program is running well in the classroom. Student's retention levels are high according to the data.

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?) The paramedic program does not encounter enrollment issues. The program receives nearly 70 applicants for the 30 positions. The program was taking nearly 40 students but due to the economy and the lack of jobs we felt it was necessary to reduce the number of applicants until the job market improves.

5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum

Office to help you complete this prompt) All COR's have gone through an extensive revision and are Title V Compliant.

- b. As a department/program, how do you ensure that all faculty are teaching to the COR?
- c. Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission. (Recommendation: attach TracDat mapping report) The program is dedicated to excellence in education supported by the successful integration of clinical, didactic, and laboratory objectives throughout the 18 months of competency based sequential education. As a career program, we align with the core mission of the college through career preparation and develop basic skills, which we build upon. In addition we are meeting the mission of our accreditation body COA. Their mission is to assure that we are educating competent paramedic ready to meet compete in the limited job market. Because of the programs reputation students are in demand over other students from other programs.
- d. If you are offering both an associate's degree and a certificate of achievement, please provide a rationale for offering both. If you are offering a local associate's degree and a transfer degree in the same discipline, please comment on your rationale for offering both. We do offer both a certificate of completion and an AS degree. A certificate of completion is required for students to take the National Registry exam. This test is a requirement for the state for paramedics in order to get licensure and employment. Our mission is to increase the numbers of AS degrees.
- e. If you are offering any interdisciplinary or cross-listed courses or program, please comment on collaborative efforts such as team-teaching or learning communities.
- f. Comment on any recent developments in your discipline which may require modification of existing curriculum and/or the development of new curriculum. The new National Education Standards will be out in 2013 for EMS. We may have to make some modifications in our program once we review them. In addition some changes have taken place with textbooks, which may require us to make changes in the program in that area also. The program goes through an annual review to make sure we are meeting National, State, County regulations. The program would like to develop a regional simulation lab, which could be used by other EMS Providers and Allied Health programs with the college and as source of revenue for the college. Our plans are to develop a simulation lab at Onizuka. Simulation is being mandated in most upper level Allied Health, medical and nursing programs. Simulation helps with patient experience. Studies have shown that Allied health students will have better retention and overall patient care since they have been exposed to many disease and injury processes in their training. In addition we are hoping to get our EMT program accredited.

6. Basic Skills Programs (English, ESL and Math). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: N/A  
<http://foothill.edu/president/basicskills.php>
  - a. Please describe existing ladder programs, alternative pathways, Non-credit to credit transitions within your program.
  - b. Please comment on progression in sequenced courses.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- a. Please analyze and discuss Transfer data regarding this program.
- b. Please analyze and discuss Articulation data regarding this program.
- c. Please discuss the status of your program's AS-T or AA-T degrees.

The EMT Program has an articulation agreement with San Jose State University, which allows the graduates to obtain a B.S. Degree in Health Sciences. At this time we haven't been able to collect that information. This is in part because these options were not being advertised to the students. Now that we have mandated a counselor meeting and we have included time in the program for the counselors to visit the students to make them aware of the options. We have also developed a program website for the students to retrieve information regarding this information, degree works and other items related to transferring and degrees.

8. Workforce Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:

<http://www.foothill.edu/president/workforce.php>

- a. Education Code section 78016 requires that colleges review the effectiveness of Career Technical Education (CTE) programs. Verify that this program:

- i. Continues to meet a documented labor market demand as referenced by industry/occupational report provided.

The prehospital care industry has been somewhat impacted by the economy. The program has been monitoring the success of employment. Students that have been completing the program have been seeking employment with success. Since you are required to be an EMT to get into the program students that complete the program have continued to work as EMT's waiting for openings within their companies to get hired as a paramedic. This is a problem within the nine Bay Area Counties.

- ii. Does not represent unnecessary duplication of other manpower training programs in the college's service area. Foothill College is the only Community College in the county that offers a paramedic program. Currently there is one for profit program in the area that we serve.

- iii. Is of demonstrated effectiveness as measured by the employment and completion success of its students. Our program has rated very high as represented by the NREMT exam results that are available. Our program is rated one of the highest in the area and state for success and competency. Once the economy changes in this related field our percentages of employed will be more positive. At this time our students are employed as EMT's but are awaiting employment as paramedics.

- iv. Please analyze and comment on average salary/wage data in the region. The wages is depended on whether students seek employment with private or public sector. If a new paramedic seeks employment in the private sector the starting wage is between \$14.00 to \$16.00 an hour, in the public sector the average is between \$35.00 to \$55.00 and hour.

- b. Program accreditation (Please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body. The program is accredited by the CAAHEP, Commission of Accreditation of

Allied Health Education Programs. The program goes through self-evaluation each year in December and a site visit every five years. Our program site visit will take place in 2013. Currently our program is meeting the regulatory mandates for accreditation.

- c. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides. Our program performs several community services. We meet several times a year with high schools programs for career information. Our EMT program serves under privilege students with a condense program during the summer, which involves MYF, Counseling 50 and a certificate of completion of EMT. Our students also take part with helping elderly patients in an Assisted Living community to learn and interact with elderly patients and people. We also provide service with Salvation Army and St. Anthony's in SF to help the students learn and interact with people that they will come in contact with as responders.
- d. Outcomes assessments: Please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.
  - In the didactic course, the findings show that students were successful. It appears that no additional changes need to be taken at this point.
  - In the laboratory portion of the program there is a constant need for updating the equipment. An equipment room with adequate space to manage the splices constant challenge. In addition, sink to clean specialized equipment would be helpful. I understand that we are restricted in the current location the program is, but at some point these considerations need to be addressed.
  - In the specialty in clinical rotations, the findings show that students are getting plenty of hands-on experience, which helps with the didactic retention. In the previous class several preceptors had mentioned that students seem to be lacking the experience with patient assessment their recommendation was to do more scenario-based training to help them with differential diagnosis. It is my opinion that a simulation lab will help bring the realism to these types of patient situations, which will help students with knowledge retention and with patient experience that will help them in their overall training in the specialty rotation, clinical rotations and field internships.
- e. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.
  - The move to Onizuka, which will provide an improved learning environment.
  - More opportunities for community involvement.
  - Our Medical Director is very involved with teaching our students. Would like to involve more Doctors.
  - Foothill College was recognized by Santa Clara County EMS as reputable program in the area with high recommendations

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL

and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:

<http://foothill.edu/staff/irs/ESMP/index.php>

- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program. As part of the screening process when students come into the program we inquire if a student needs any additional services to help them be more successful, i.e. tutoring, which is provided to all students. We have a representative from financial aide talk to the students before and during the program to help them with finances. In our outreach program our Program Coordinator and faculty put on career related events to help students with potential career paths. Currently, we put on an EMT summer program for newly graduated High School students that have an interest in the medical field. Part of their training includes MYF career development. Our hope is that they will be interested in becoming a paramedic and seek out the Foothill College program.
10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum. On quarterly schedule I meet with other Program Directors to discuss our programs and the challenges we have and what ideas are being explored and utilized. I meet with the Director of the for profit paramedic program in our area to discuss the challenges we have and look at better ways to work with each other and to discuss County EMS and the local regulations that we are held to. I have been working with EMS Agency and clinical sites to improve our relationships with the various aspect of our program. We have fostered a relationship with some, which help us with some supplies and equipment, which helps lower our cost.

## Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed

Unit Assessment Report - Four Column

### Foothill College Program (BHS-EMTP) - Paramedic AS/CA

**Mission Statement:** The Foothill College Paramedic program prepares competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains, with or without exit points at the Emergency Medical Technician-Intermediate, and/or Emergency Medical Technician-Basic levels. The program is designed to prepare students for employment as paramedic working for various EMS agencies, such as ambulance services, fire agencies, fixed & rotary wing operations, and hospital emergency departments. Students who complete the program in a satisfactory manner are qualified to apply for state paramedic licensure.

**Primary Core Mission:** Workforce

**Secondary Core Mission:** Transfer

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-EMTP) - Paramedic AS/CA - 1 - Upon completion of the program the graduate will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.	<b>Assessment Method:</b> National Registry written and skills assessment <b>Assessment Method Type:</b> Exam - Standardized <b>Target:</b> Passing score of 70%	10/12/2012 - 100% of the students that have taken the NREMT test have passed, but not all students have completed their field phase. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> None at this time <b>GE/IL-SLO Reflection:</b> Due to system changes which delayed our students with completing the program thereby delaying them from taking the NREMT test. Next years assessment should be better.	
Program (BHS-EMTP) - Paramedic AS/CA - 2 - Graduates will perform as competent, entry-level EMT-Paramedics.	<b>Assessment Method:</b> National Registry written and skills assessment <b>Assessment Method Type:</b> Exam - Standardized <b>Target:</b> Passing score of 70%		

## 2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

### Unit Course Assessment Report - Four Column

#### Foothill College

#### Department - Emergency Medical Technician - Paramedic (EMTP)

**Mission Statement:** The Foothill College Paramedic Program dedicates its efforts and resources toward assuring a quality education and learning environment for its students. The program strives to produce paramedics with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA - SLOI #1 Cardiac Patient situations - Student will identify cardiac emergencies learn how to assess and appropriate treatments. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))	<b>Assessment Method:</b> Final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Student must achieve an 80% on the written exam	01/12/2012 - We had an 89% pass rate for the Fall 2012 Quarter. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> A second projector and screen for lecturing <b>GEIL-SLO Reflection:</b> Encourage students are utilizing available resources for test preparation, i.e. online resources for the text book. Provide tutors to help students learn material.	01/22/2012 - To encourage students to use the test preparation and other text book resources available to the students.
Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA - SLO #2 Respiratory Emergencies - Students will identify common respiratory emergencies and learn appropriate treatments (Created By Department - Emergency Medical Technician - Paramedic (EMTP))	<b>Assessment Method:</b> Final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Student must achieve an 80% on the written exam	01/22/2012 - We had an 89% pass rate for the Fall 2011 Quarter. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> None at this time <b>GEIL-SLO Reflection:</b> Encourage students to use online resources for required text book i.e. test preparation etc.	01/22/2012 - To encourage students to use the test preparation and other text book resources available to the students.
Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB - SLO #1 Cardiac	<b>Assessment Method:</b> Final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b>	01/22/2012 - We had an 89% pass rate for the Fall 2011 Quarter. <b>Result:</b> Target Met	01/24/2012 - Encourage students to use the online resources, i.e. skills sheets etc. associated with required lab text. Encourage students to

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### Section 2 Continued: SLO Assessment and Reflection

#### 2.3 Please provide observations and reflection below.

##### 2.3.a Course-Level SLO

1. Give an assessment of the past three years of annual Course Level SLO reflections. It appears that the program has kept the standards high and the students have met that challenge and successfully have done well in the program as represented with program and NREMT test scores.
2. If your program has other outcomes assessments at the course level, comment on the findings. Overall students have done well in the various disciplines of the program, i.e. cardiac, respiratory, medical illness, Trauma, OB and Pediatrics, A&P, and other related topics. I feel this is because we augment the subject matter with cadaver labs, guest lectures, i.e. our Medical Director, and classroom discussion.

##### 2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments? At this time I feel we are doing everything possible to help the students receive, digest the information for both labs and didactic courses and put the information into practical use.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? The standards of Paramedic training are high as result of the EMS Community and organizations such CAAHEP, NAEMSE, NREMT and our Advisory Boards involvement. TracDat is a snap shot of the program, which helps me direct the direction of the program in a positive learning environment to assure positive student outcome.

3. If your program has other outcomes assessments at the program level, comment on the findings. The programs SLO's are a direct reflection of the knowledge, skills and abilities students will need to function as entry -level paramedic. The information collected will assist faculty to meet and discuss program related items on a regular basis to make suggestions and if needed changes to the program.

**2.4 Annual Action Plan and Summary:** Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
<b>1. Develop means for faculty to receive EMS Instructor certification</b>	PL-SLO	Workforce	Director and faculty are required to stay current on National Standards of EMS education. Development of faculty is required for Accreditation. Determine ways to secure funding through Perkins or other grants
<b>2. Laboratory equipment, including the simulation manikins is in need of repair and maintenance. Getting a used ambulance</b>	PL-SLO	Workforce	Manikins and cardiac monitors are in need of replacement or repair to help students learn appropriate skills, such as 12 lead, intubation, IV, and IO procedures. Secure funds through Perkins or bond measures to maintain equipment for a positive learning and meet accreditation mandates.
<b>3. Update and/or purchase Instructional supplies, DVD's Anatomy Models</b>	PL-SLO	Workforce	Instructional supplies and anatomical models support and improve student learning by

			updating program equipment, which will facilitate the development of current and multi-skilled graduates. In addition, Advisory Board and Clinical Instructor meetings are required by our accrediting agency. Supplies are part of the exchange of information that ultimately benefit student learning. This supports communication and community/global consciousness and responsibility.
<b>4. Evaluation of faculty members.</b>	PL-SLO	Workforce	It has been some time since faculty has been evaluated. Also, the program has gone through change of personnel and needs to evaluate new faculty members. As part of Accreditation the Director must evaluate and provide input and suggestions to make sure the College's mission and educational standards are being met. Increase release time to evaluate faculty
<b>5. Maintain appropriate staffing to meet Title 22 regulations</b>	PL-SLO	Workforce	Continue Perkins Fund and B-Budget funding for TEA's expense

### Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs. Goals will be linked to resource requests. "To prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains," with or without exit points at the Emergency Medical Technician-

Basic levels. The program is designed to prepare student for employment as paramedic working for various EMS agencies, such as ambulance services, fire agencies, fixed & rotary wing operations, and hospital emergency departments. Students who complete the program in a satisfactory manner are qualified to apply for state paramedic licensure.

### 3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1. State-of-Art lab equipment that mirrors industry standards. Improve AV equipment as needed</b>	On-going	Lab equipment is ongoing. Recently received a smart classroom AV desk with an updated.	Maintaining, repairing and updating to newer equipment will be ongoing. The new smart desk and updated projector has improved a better learning environment, which has improved student attitude and learning. Repairs have been made to some of the high fidelity manikins. Additional work is still needed.
<b>2. Faculty Professional Development</b>	On-going	Faculty attended NAEMSE conference.	Accreditation mandates staying current with EMS concerns and standards this must continue each year. Additional funding for primary instructor is needed to attend NAEMSE conference too.
<b>3. Instructional materials</b>	On-going	Purchases were made as funding allowed.	Continue to request instructional materials to support student learning.
<b>4. Update lab and equipment room</b>	On-going request	Working with Staff on ideas to be incorporated in Onizuka project.	At this time it's not practical to achieve this goal in the current location.

### 3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college

			initiatives
<b>1. State-of-Art lab equipment that mirrors industry standards.</b>	Long term request	Continue to upgrade high fidelity manikins to wireless format in improve student learning.	Simulation is the hallmark to improving patient assessments and student learning and competency.
<b>2. Add a Full Time faculty member</b>	Short –term request	The program is very diverse and needs an additional fulltime faculty to help mange clinical and field phase.	The purpose of this position is to have a representative for the program who will set up clinical and field phase for students. Maintain relations with clinical and field representatives to help with ongoing relations to improve getting our students into their facilities without delays.
<b>4. Update lab and equipment room</b>	Long term request	Working with Staff on ideas to be incorporated in Onizuka project.	At this time it's not practical to achieve this goal in the current location.
<b>5. Instructional materials</b>	Short –term request	Purchases are made as funding allowed.	Continue to request instructional materials to support student learning.
<b>4. A-Budget: To provide time during the course of the program to evaluate part time faculty and TEA's. Mileage reimbursement for site visits. Advisory Board meetings</b>	Short –term request	Evaluation of faculty is needed to meet accreditation requirements	We have brought on new faculty into the program. As part of Accreditation to evaluate and provide input of suggestions and input to make sure the College's mission and educational standards are being met. . In addition to reimburse faculty for mileage for site visits during specialty, clinical rotation, and field internships. The program is required to have Advisory Board meeting at least once a year. The program would like to have two

			a year to form a better relationship with members and to get better input and involvement from Board members.
<b>5. B-Budget: for maintaining appropriate staffing to meet Title 22 regulations</b>	Short –term request	Title 22 requires a 1:6 Instructor to student for labs.	Continue Perkins Fund and B-Budget funding for TEA's

#### **Section 4: Program Resources and Support**

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

##### Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2
Director	\$3,000.00	Professional Development
Clinical Coordinator	\$3,000.00	Professional Development
Primary Lecturer	\$3,000.00	Professional Development
Full Time Faculty	\$50,000.00	Workforce

##### Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2
N/A		

##### One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2
TEA's Staffing	\$21, 000.00	To maintain required ratio for accreditation regulations and improve student learning.
Mileage reimbursements for clinical and field rotation requirements	\$10,000.00	Academic support for faculty to visit students during their specialty, clinical rotation and field internships.

##### Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2

TEA's Staffing	\$21,000.00	To maintain required ratio for accreditation regulations and improve student learning.
<b>3. Faculty Professional Development</b>	\$4,000.00	Additional faculty need to attend NAMSE conference. Accreditation mandates staying current with EMS concerns and standards this must continue each year. It's difficult for one representative to achieve all of the information, which would be beneficial to our program. In addition, EMS Instructor classes are offered, which would help improve our primary instructors.

### Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2
<b>Cardiac monitors</b>	\$105,000.00	To improve equipment to meet current standards for paramedic training and accreditation.
<b>ALS manikins repair and maintenance</b>	\$6,000.00	To replace manikin structures to improve learning and meet accreditation requirements.
<b>Overhead Projector</b>	\$2,500.00	This overhead projector would be used for doing demonstration in the front of the classroom. This projector would help facilitate a better visual for students sitting in the back of the room.

### Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	<ol style="list-style-type: none"> <li>1. Program has developed a website for students and faculty for program paperwork and study materials, schedules, chat rooms for tutoring and Squad communications.</li> <li>2. 100% student pass rate for NREMT.</li> <li>3. Supportive Administration</li> <li>4. Professional development</li> </ol>	<ol style="list-style-type: none"> <li>1. Program has an excellent reputation with other paramedic programs, clinical and field internship sites/agencies.</li> <li>2. Involved communities interest</li> </ol>

	<ul style="list-style-type: none"> <li>5. Informative website</li> <li>6. Tracking system developed to track clinical and field phase of the training.</li> </ul>	
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>1. Due to the last Program Director not leaving any materials for the Program Director we are building the entire program from the ground up. The program needs an additional full time faculty member to help with the external weaknesses.</li> <li>2. Maintenance of program equipment.</li> <li>3. Equipment storage rooms are in need of replacement.</li> </ul>	<ul style="list-style-type: none"> <li>1. Program has had difficulty establishing clinical and field internships spots in the nine Bay Area counties due to system changes and program relations.</li> <li>2. Enrollment impacted due to economy and available clinical sites able to take students</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>1. The program is planning the layout for the new building at Onizuka.</li> <li>2. The program is developing additional faculty training.</li> <li>3. Increase the number of faculty members that can attend NAEMSE Conference.</li> <li>4. Changes in the national EMS Education standards</li> </ul>	<ul style="list-style-type: none"> <li>1. Our program is hoping to get 7 cardiac monitors at a reduced rate for our program.</li> <li>2. Articulation Agreement with San Jose State University, B.S Degree in Health Science.</li> </ul>
<b>Threats</b>	<ul style="list-style-type: none"> <li>1. The program is concerned about the budget and the ability to maintain a quality program with appropriate staffing.</li> <li>2. Cost are rising to maintain equipment, the need for funding is a concern.</li> </ul>	Due to economics students have had trouble getting employment with fire and ambulance agencies

5.2 Address the concerns or recommendations that were made in prior program review cycles. The program has made many improvements, such as tracking systems, a program website for faculty and students. In spite of the weaknesses the students have excelled to surpass other programs in the area. The program has many areas that we are currently working on and making changes, which will take time. Some of the changes involve meeting the managers of the facilities that we send our students to. Improvement of those relationships will help improve the movement of students through clinical and field internship phases. The Onizuka project will take care of the many of the storage and room related concerns that the program has mentioned before. Currently we have equipment in the classroom that should be in a large

storage room. We have a need to store more equipment, which will assist the program with replacing items as they become worn or damaged. We are unable to carry much surplus due to storage capacity at this time. As technology changes with equipment and the EMS standards change the program will have to stay current with information, equipment, and maintain the quality program it currently has. The program is taking steps to re-establish relationships with supportive clinical and field internship sites, which is why another full time faculty member is necessary. Staffing is always a concern with potential budget cuts. The program must maintain adequate staffing to meet Title 22 and Accreditation. At this time the Middlefield Campus does not have ability to add additional storage to benefit the program. I would be reluctant to make any significant changes with the hope of transferring what we have here to there.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability? Equipment is always an issue due to the amount of use that our equipment goes through. Funding needs to be maintained to adequately keep equipment current and functioning. The facilities are old, storage is inadequate, and the concern with getting our students into their clinical and field internship site in a timely manner. Funding is needed to maintain adequate staffing to meet regulations such as Title 22 and Accreditation.

5.4 After reviewing the data, what strengths or positive trends would you like to highlight about your program? The viability of the program is strong and doesn't appear to have issues with student seeking to get into our program. We have 60 to 70 students wishing to get into our program. We have taken steps to improve communications with our new website. With the ability to communicate with faculty and students has helped to keep all involved current. We have also established a tracking system for skills and patient contacts with FISDAP program. Our student doing very well within the program and after program testing, i.e. 100% on the NREMT test. The students have a good time in our program and appreciate the training and the effort that the faculty put into their training.

## Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: The program demonstrates a high level of student success. Enrollment is steady and reflects industry demands.

6.2 Areas of concern, if any: The demands on one full-time director/instructor are many. Even though there is part-time help an additional full-time position would strengthen the program.

6.3 Recommendations for improvement: It is imperative that the EMTP program utilizes teaching equipment that mirrors the industry standards. New EKG equipment is needed for meeting both industry and accreditation standards.

6.4 Recommended Next steps:

Proceed as planned on program review schedule  
 Further review/Out of cycle in-depth review

## Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.

Good work.

7.1 Strengths and successes of the program as evidenced by the data and analysis:

The program continues to produce qualified paramedics despite a couple of very disruptive years. Current director has improved the program in several areas that were in serious need of correcting.

7.2 Areas of concern, if any:

It is important to remember that from a productivity perspective, accepting 30 students per class is not good for the program.

7.3 Recommendations for improvement:

The move to Onizuka in 2016 will dramatically help with facilities issues. Clarify exactly what is needed now (cannot wait for Onizuka move) for the program to continue to produce good paramedics. Also, what do we need to begin changing now at Middlefield to be ready for the move to Onizuka?

When the new National Education Standards come out for EMS, watch for opportunities to turn the certificate or completion into a state approved certificate of achievement.

7.4 Recommended Next steps:

Proceed as planned on program review schedule  
 Further review/Out of cycle in-depth review

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.