

Basic Program Information

Department Name:	Emergency Medical Service (EMS)
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Division Name:	Biological and Health Sciences
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Program Mission(s):

The mission of the Department of Emergency Medical Services (EMS) Education Programs is to provide high-quality educational programs for emergency health-care professionals and other emergency response providers and technicians.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Dave Huseman	EMS	Program Director
Nanette Solvason	BHS Division	Dean

Please include the following information about your program:

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	15
Total number of Classified Professionals:	0

Please list all existing Classified positions:
0

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
EMT (Middlefield, Silicon Valley CTE or MetroEd)*	X (Certificate of Program Completion)		
EMT (South Bay Public Safety Consortium)	X (Certification of Program Completion, recertification, CEU)		
Paramedic		X	

* When all course requirements are satisfactorily completed, a Certificate of Program Completion is awarded and student credentials are presented to a county Emergency Medical Services Office for certifications to be issued. National registry exams can be taken following course completion.

The program utilizes the NREMT site to collect its data in regards to tracking student success. Our program is adding an additional course, EMT 309, in hopes of increasing the pass rate on the first time that the students take the NREMT exam.

*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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

Please complete the appropriate data elements.

A) Instructional Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php>

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
EMT	80	82	97	21%
Paramedic	2	4	9	350%

	2011-2012	2012-2013	2013-2014	% Change
EMT Enrollment (TOTAL – combination of (a) and (b) below)	477	517	506	6%
(a) EMT Enrollment (Middlefield)	400	379	375	-6%
(b) EMT Enrollment (Metro Ed)	77	138	131	70%
(c) EMT Enrollment (South Bay)		306	97	-68%*
EMT Productivity (College Goal 2014-15: 535)	735	581	473	-35%**
Paramedic Enrollment	311	300	253	-19%***
Paramedic Productivity (Paramedic) (College Goal 2014-15: 535)	513	471	334	-35%

*Then enrollment at EMT South Bay is highly unpredictable and unstable and is not included in the enrollment calculations for our traditional EMT classes. Classes offered at South Bay are offered as continuing education and increase or decreased based on the needs of the community for recertification of public safety employees.

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year. What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

Enrollment in the Middlefield EMT has increased by a total of 6% (2011-12 at 477 and 2013-14 at 506). Our goal for next year is to further increase the number of EMT students enrolled by adding one additional EMT Accelerated Academy on the Middlefield site. This will draw students from the Oakland Unified School District and will recruit from our targeted student ethnicities.

Furthermore, we have added a new course to our EMT program entitled “EMS Academy” (EMT309). This academy will be open to any student with an EMT license and is designed to deepen the training in the EMT profession resulting in a better trained and more marketable EMT graduate. Our first class will begin in summer 2015 and we anticipate offering this class at least once every quarter depending on demand.

An additional strategy that we are planning is to increase retention in these programs by beginning an internship and mentoring program (grant submitted on Dec 4, 2014 to the Equity Committee) particularly focused on our target ethnicities and women.

The Paramedic program enrollment has declined by 19% since last year, however this does not represent a decrease in enrollment or number of students accepted in to the Paramedic program, but rather represents the successful completion of students who had not previously completed their clinical rotations from the 2010, 2011 and 2012 classes. Therefore decline in enrollment actually represents students successfully exiting the program. In order to preclude this backlog of students waiting for internships, we have implemented several strategies in the department that will shorten the time students are allowed to complete their clinical and externship portions of their training. These include: (1) students must sign up for 3 clinical sites rather than 1 (2) close monitoring of student progress by clinical coordinators and externship managers (3) proactively requiring students to go to system orientation thereby increasing likelihood that student will get at least one externship (4) improving our working relationships with the sites so that they are more likely to choose our students (5) increasing the number of possible internships to choose from based by leveraging relationships of part time faculty and their contacts in the EMS community (now spanning to Santa Cruz) and (6) begin hiring of preceptors as part time faculty for skills labs.

We are considering offering 2 paramedic classes per year (one starting in fall and a second starting in spring) with 24 students per class. This is compared to the current schedule which is a single class of 30 beginning in fall. This represents an increase of paramedic students of 18 students per year which will increase our enrollment.

Prior to implementation, we will do a thorough evaluation of the job market to ensure that there is sufficient demand for the increase in output of paramedics and to confirm that we have sufficient numbers of clinical externship sites for each student.

Productivity in both the EMT and paramedic program has decreased due to the shift from the use of TEAs to part time faculty as proctors for lab skills. Accreditation mandates a strict ratio of 10:1 for student/faculty in skills training for EMTs and 6:1 for Paramedic. Previously this “cost” of the program was masked and carried by the BHS Division B Budget by paying salaries of TEAs for these roles.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

We are in discussions with Oakland Unified School District to run a second Accelerated EMT Academy on the Middlefield Campus (this is in addition to the Academy that will be ongoing at CCOC/MetroEd, San Jose). This Accelerated Academy would contain no more than 20 students, but would be almost exclusively African American and Latino/a.

Furthermore, we have noted a significant drop in Latino/a and female students in our Paramedic program compared to the EMT program. Given that enrolment in the Paramedic program requires previous employment as an EMT for 2 years, we suspect that failure to enter the workforce as an EMT contributes to the decline noted in this ethnicity and gender in the Paramedic program. In order to address this, we have submitted an Equity Grant to the Foothill Equity Committee requesting funding for internship and a mentoring program targeting Latino/a, students and female students.

We believe that providing internships will improve the ability of these targeted populations to enter the workforce, solidify their enthusiasm for this profession and provide a resource for questions and social support as they move into the workforce.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

Our EMS faculty teach EMT courses and an Accelerated EMT Academy at CCOC/Metro Ed. The demographics for students enrolled at CCOC/Metro Ed are shown below. From 2012 – 2014, over 50% of the students were of ethnicities targeted by our Equity committee. Furthermore, completion rates for all students in the Accelerated EMT Academy were 88%, 96% and 87% in 2011-12, 2012-13, 2013-14 respectively. These are extraordinarily high proportions of targeted students and impressive success rates.

Targeted Ethnicities	2011-2012	2012-2013	2013-2014
African American	9%	1%	4%
Latino/a	22%	41%	42%
Filipino	5%	11%	7%

The Paramedic program has seen an overall improvement in success rates in targeted populations from 88% in 2012-13 to 94% in 2013-14. However, the ethnicity of the paramedic class is overwhelmingly white males (54% white and 87% male). Therefore, although the success rates are high, the proportion of students in the targeted ethnicities is low (8% African American, 10% Latino/a and 6% Filipino).

Section 3: Outcomes Assessment Summary

A) Attach 2013-2014 Course-Level (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
See attached

B) Attach 2013-2014 Program Level – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
See attached

Section 4: Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?

EMT and Paramedic students are now strongly encouraged to attend supplemental instruction (SI) on a regular basis. Students have an opportunity to receive one on one or group study sessions with instructor oversight for both cognitive and psychomotor instruction. This increased time with EMS equipment, setting up scenarios and interaction with supplemental instructors should increase the pass rates in the skills portion of each of the courses. Currently, we have observed that students enjoy the supplemental instruction and spend significant time studying and practicing skills.

Since Health 55/EMR courses are now scheduled by the EMS program director we planned to incorporate supplemental instruction with the EMR cohorts also.

In addition we have developed a program website (Foothillems.com) and My Brady Labs that affords students a resource area for various subject matter aids, such as video links, subject matter articles, and student initiated quizlets.

B) For instructional programs only, how has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

Students were taking too long to complete their education due to the low number of externships available which are a mandated requirement for their training . In order to preclude this backlog of students waiting for externships, we have implemented several strategies in the department that will shorten the time students are allowed to complete their clinical and externship portions of their training. These include: (1) students must sign up for 3 clinical sites rather than 1 (2) close monitoring of student progress by clinical coordinators and externship managers (3) proactively requiring students to go to system orientation thereby increasing likelihood that student will get at least one externship (4) improving our working relationships with the sites so that they are more likely to choose our students (5) increasing the number of possible internships to choose from based by leveraging relationships of part time faculty and their contacts in the EMS community (now spanning to Santa Cruz) and (6) begin hiring of preceptors as part time faculty for skills labs.

Furthermore, we have made focused efforts to encourage students to apply for the Associates degree and we have seen a significant increase in students being awarded AS degrees (from 2 in 2010 to 9 in 2013) The increase has been result of incorporating the counselor into the discussions with students early on and continually reminding them of the importance of the degree.

For all programs: Instructional, Students Services, Administrative

C) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

Our program reaches out to high schools in the local area each year where we assist students who have an interest in the EMS profession/medical field. Our program coordinator and current students put on demonstration and answer questions for their related fields. Last year we set up a career day for interested students from James Lick High School Emergency Medical Responder (EMR). The students were incorporated into the paramedic academy for the day. Students were put into teams where they would perform paramedic skills on manikins having oversight from our paramedic students. In addition, we are identifying at risk students who are interested, but do not have the means to accomplish their goals. We provide an EMT Academy each summer that has been very successful over the past three years. We are currently working with administrators in Oakland to help students achieve their goal in EMS.

We are aware that the majority of the students in our paramedic program are primarily white men. We have applied for a grant to study the reason for this. Our programs are the pathways to many other higher level educational professions, paramedics, nursing, medical doctor, or physician assistants.

D) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

Our faculty meet on a quarterly basis to discuss the needs to the program, to evaluate the students' progression, and to make the necessary changes as needed to increase and enhance student and program success.

In addition, we meet on an annual basis with our Advisory Board. Our board is made up of members of the medical community and EMS profession. We have incorporated many of the suggestions that were presented such as, creating a portfolio for students in our paramedic program to increase field internship possibilities, and job placements after they have completed their training. In addition, we have active participation from our program's Medical Director and the Medical Director from Santa Clara County. They both provide current trends of EMS and what our program should be doing to prepare our students. We also meet with the medical preceptors of our students during their training. Valuable information is collected on the spot so that changes can be implemented quickly if needed.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
Provide students with state of the art lab equipment, high fidelity manikens & instructional materials to maximize learning	yes	Ongoing and partially completed	Measure C funding last year allowed purchase of \$100,000 worth of EKG monitors. Measure C funding this year approved for \$6000 ALS Maniken, CTE Enhancement funds approved for \$100,000 Simulation Man
Ensure Professional Development of all EMS Faculty	yes	Ongoing	Paid for thru Perkins
Regularly monitor and track student progress throughout program.	no	Completed	We have successfully implemented FISDAP in our EMS program which tracks student competency both knowledge and skills
Maintain Paramedic accreditation approval status	no	Ongoing	Our Paramedic Accreditation will occur during the 2014-2015 school year (Exact date TBD)
Provide excellent didactic instruction, clinical internships and field externships.	no	Ongoing	We have broadened our contacts for externships for our students, which will decrease the amount of time the students must be in school to graduate
Improve overall structure of the Paramedic and EMT program	no	Ongoing	EMR or Health 55 is now under the control of the EMS Program Director and has been restructured to be more "aligned" with EMT skills.
Establish Student Portfolio – Students electronic record of program and career progress.	no	complete	This is a feature of the FISDAP software described above
Develop an Emergency Simulation Lab	yes	Ongoing	We are writing a Regional CTE Enhancement Fund to request

			funding for additional manikins to be utilized in our Simulation Suite in the new Education Center (Onizuka)
Ambulance and Extrication Vehicles	yes	Ongoing	Same as above. To be included in request for Regional CTE Enhancement Fund

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
Evaluate the EMT course offered thru Contract Education at Santa Clara University	This supports the college's workforce mission. We are being encouraged to participate in contract education where possible and practical	Retention and success of SCU students in EMT program. Subjective reflection by the program director as to time commitment and financial impact on EMS department.
Fully launch Foothill EMS Education Center with focus on Foothill and Medics for Life collaboration	This supports the college's workforce initiative. By offering continuing education classes, EMS professionals (and nurses, doctors, PA, RSPT and others) maintain their licenses.	Evaluation of the number of students enrolled in the classes.
Run first Accelerated EMT Academy with Oakland Unified School District	This supports the college's workforce initiative and will increase enrolment of our targeted student ethnicities	Measure retention in enrolment, success rates on licensure exam.
Fully integrate the Health 55/EMR class into the EMS Department. Implement Internship and Mentor Program for EMR and EMT students	This supports the college's workforce initiative and will increase enrolment of our targeted student ethnicities and females	We will monitor the change in demographics as students progress from EMR to EMT and then apply to the paramedic program.
Outline and	This supports the college's	Enrollment

implement high school career pathway for EMS careers	workforce initiative and will increase enrolment	
<u>Decrease skill degradation and improving confidence and competency in patient care</u>	This supports workforce initiative	Increase in first time pass rate on national board exams
<u>Establish NREMT Basic Skills Testing Center at Education Center (Onizuka)</u>	This supports workforce initiative	Increase in first time pass rate on national board exams

Section 6: Program Resources and Support

To be completed only if making a new resource request.

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	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full Time Paramedic Faculty	<p>Improve overall structure of the Paramedic and EMT program</p> <p>Fully launch Foothill EMS Education Center with focus on Foothill and Medics for Life collaboration</p> <p>Provide excellent didactic instruction, clinical internships and field externships.</p>	no
Full Time Health/EMR faculty	Fully integrate the Health 55/EMR class into the EMS Department.	No (replacement of Diane Hays)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)
Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request	% Time

	supports this goal.		
<ol style="list-style-type: none"> 1. Oversee all aspects of EMS Department (EMR, EMT and Paramedic) 2. Oversee all aspects of EMT Academies 3. Oversee Contract Education at SCU 4. Oversee Medics for Life collaboration 5. Outline and implement high school career pathway for EMS careers 	<p>Evaluate the EMT course offered thru Contract Education at Santa Clara University</p> <p>Fully launch Foothill EMS Education Center with focus on Foothill and Medics for Life collaboration</p> <p>Fully integrate the Health 55/EMR class into the EMS Department.</p>	<p>Currently program director has 25% release time provided by College. Dean BHS provides additional release time thru B Budget to supplement.</p> <p>Request that this be made permanent 50% release time</p>	

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
Ambulance	\$8000	<u>Decrease skill degradation and improving confidence and competency in patient care</u>
Manikin (pregnant patient)	\$40,000	<u>Decrease skill degradation and improving confidence and competency in patient care.</u> <u>Establish NREMT Skills Testing Center (Manikens are required for the testing center)</u>
Manikin (infant)	\$50,000	<u>Decrease skill degradation and improving</u>

		confidence and competency in patient care (Manikens are required for the testing center)
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Section 7: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Identify reliable field externships and preceptors for paramedic students	We have increased the number of sites that regularly take our students for externships from 4 in 2013 to 6 in 2014. Each site will take between 3-5 students per externship cycle. We have also implemented more careful monitoring of students as they enter into the externship phase of their training to ensure that they promptly accept and begin externships when they are offered.
2. New full time faculty required	Requested as highest priority by division dean, but not approved
3. Identify strategies to increase enrolment of targeted populations	We have submitted an Equity Grant to provide paid internships for 42 Latino/a, African American, Filipino and female EMR and EMT students. If funded, we believe this will increase retention of these targeted populations in the EMS programs. We are planning a second Accelerated EMT Academy for Oakland Unified School District students. This population will be heavily enriched for our targeted ethnicities.
4.. Implement Supplemental Instruction	Supplement Instruction has been offered for EMT and Paramedic students since summer of 2014.

a. After reviewing the data, what would you like to highlight about your program?

The EMS Department is unique among the Allied Health programs at Foothill College because we offer stackable credentials, allowing students to go to school, enter the workforce and then *return to school* to increase their earning potential by increasing their education skill level in the same professional career ladder. Students enter this field as an Emergency Medical Responder, then can become Emergency Medical Technician s and finally progress to the level of Paramedic. Each advancement results in increased job opportunities and higher salary potential.

This structure lends itself to great flexibility for pathway development. An accelerated EMT Academy for high school students has been developed in 2011. This Academy is unique in that it targeted “at risk” high school students attending the CCOC ROP school in San Jose. Fifty percent of these students were of ethnicities targeted by our Equity plan in 2012 and 2013 class.

The figure below shows the number of students who enrolled, completed the course, attempted the licensure exam and passed the licensure exam from program inception in 2011 thru 2014. The success of the program increased each year thru 2013 as more student support was implemented. Once key student support service personnel were lost due to the end of funding for this program, the Academy enrollment suffered demonstrating the importance of having adequate student support.

From 2011 to 2013, over 50% of the graduates of this Academy continued on to Foothill College for at least 3 quarters according to Nazy Galoyan in A&R. This is a remarkably successful program for this student population and highlights the importance of close collaboration between instruction and student services for successful intervention strategies to increase access and retention of targeted student populations.

We are also committed to leveraging all resources within the department thru contract education in order to offset the expense of equipment and maintenance for the program. At every level (EMR, EMT and Paramedic) continued recertification is required to maintain your licensure. We have recently begun a collaboration with Medics for Life to offer recertification classes to healthcare professionals in EMS and other Allied Health Professions and nursing. Additionally, our EMT faculty are offering EMT classes at Santa Clara University thru contract education, providing another mechanism to raise money for the department.

Furthermore, we have requested funding thru the CTE Enhancement Funds to become a regional center offering the NREMT Skills Testing. This will also provide additional resources for the Department and will solidify the EMS Education Center at the new Education Center as the “go to” site for recertification, continuing education and skills testing for the EMS community in Northern California.

As part of the training in Paramedic program, students are required to participate in community service to become familiar with the full breadth of patient populations they will encounter in their jobs. This exposure increases their sensitivity for the poor, disabled, elderly, cognitively impaired and psychiatric patients that the student may have never encountered previously. In a typical academic school year, students in Paramedic program do 360 hours of volunteer work at organizations such as The Salvation Army, St. Anthony's in San Francisco, Sacred Heart in San Jose, HOPE Industries and multiple assisted living facilities.

Section 8: Deans Feedback and Follow Up

This section is for the Dean to provide feedback.

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

The strength of the EMS program lie with the Program Director, Dave Huseman. Originally overseeing the EMT programming from 1998 to 2010 as a part time instructor, Dave currently maintains the oversight and vision for the programming for EMR, EMT and Paramedics since assuming the position of Program Director in 2010 when he was hired as a full time faculty.

During the 2013-14 school year, the Program Director oversaw:

EMR programming

- (1) Middlefield Campus**

EMT Programming at three different locations

- (1) Middlefield campus**
- (2) CCOC campus in San Jose and**
- (3) SCU campus in Santa Clara.**

Paramedic programming

- (1) Middlefield Campus**

The accelerated EMT Academy at the CCOC in San Jose deserves specific mention as it is designed for students of targeted ethnicities and “at risk” high school students . While the number of these students attending the EMT classes is still small, it represents the groundwork for further growth and expansion and we are planning to add an additional Accelerated EMT Academy at the Middlefield Campus for Oakland Unified School District students in Summer 2015. These academies reflect the commitment to student equity from the program director by facilitating CTE training to all students regardless of skill level, ethnicity or life circumstances.

The program director has been very innovative in leveraging the expertise and college resources of his department thru collaborations with contract education. The EMS Department has begun offering multiple recertification classes thru a collaboration with Medics for Life with the intent of becoming the premier site for continuing education and licensure in Northern California. Furthermore, this is the second year that EMT programming is being offered thru contract education at SCU.

Furthermore, thru the affiliation with South Bay Regional Consortium which relies on the expertise and accreditation of the EMS program, Foothill College received significant apportionment for EMT recertification classes last year.

B) Areas of concern, if any:

The Program Director is considering adding an additional paramedic class which would start in spring quarter. This would be in addition to the regular class that would begin in fall. The size of the two classes would be 24 each. This would increase yearly enrolment to 48 compared to the current class size of 30 (an increase of 18 students). Prior to implementing this change, the program director must do a careful analysis of the number of externship positions the program can confidently offer to ensure that students move promptly thru the paramedic program and have no delays due to lack of availability of externships.

Furthermore, a careful labor market analysis must be done to ensure that we will not out pace demand with additional students.

Continued emphasis on increasing enrolment of targeted student populations should be a priority as well as developing strategies for increasing the number of female students in the paramedic class.

C) Recommendations for improvement:

It is imperative that additional full time faculty be hired to support the program director. The breadth and scope of the program is too broad for one person to oversee adequately.

The EMS program is the centerpiece of much of the planning for the new Education Center. It is critical that adequate structure and personnel be in place and functioning seamlessly for a smooth transition to the new facility.

D) Recommended next steps:

- Proceed as planned on program review schedule
- Comprehensive Program Review (Out of cycle) Recommended
- Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College

Department - Emergency Medical Technician (EMT)

Mission Statement: To prepare competent entry-level First Responder in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The program is designed to prepare students for employment as a Emergency Medical Technician (EMT) working for the various EMS agencies such as ambulance services, fire agencies, fixed and rotary wing operations, and hospital emergency departments. Students who complete the program in a satisfactory manner of qualified to apply for state EMT licensure.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Emergency Medical Technician (EMT) - EMT 303 - EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION - SLO #1 EMT Regulations - Demonstrate the knowledge of updated policies, regulations and other related topics in EMT required information for refresher. (Created By Department - Emergency Medical Technician (EMT))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills testing, comprehensive based scenario, and final exam</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% on the final written exam, pass all skills, and develop an appropriate assessment and treatment plan based on the history and physical information collected from a simulated patient 100% of the time.</p>	<p>03/14/2013 - For the Summer Quarter 2014 we had 90% of the students pass. Students need more assessment and treatment plan development</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: High Fidelity manikins</p> <p>GE/IL-SLO Reflection: The program is meeting the requirements for State Recertification and we have had 90% past rate of those students that complete the course. We are identifying some degradation in their assessment and treatment skills. Utilizing high fidelity manikins would help reproduce real life patients to help reinforce those skills.</p>	<p>01/22/2012 - The program seems to be meeting the needs of the students.</p>
<p>Department - Emergency Medical Technician (EMT) - EMT 303 - EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION - SLO #2 CPR Skills - Demonstrate skills required to receive refresher in American Heart Association Health Provider CPR with 86% pass rate. (Created By Department - Emergency Medical Technician (EMT))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Skills demonstration and testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Pass all skills in adult, child and infant CPR and FBAO, passing score is 80% Using an evaluation rubric.</p>	<p>10/11/2014 - We had a 100% pass rate for the Summer 2014 Quarter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This portion of their training is meeting the</p>	<p>01/22/2012 - The program seems to be meeting the needs of the students.</p> <p>Follow-Up: 10/11/2014 - We are seeing an improvement with didactic information, but we need to improve student performance with utilizing case based learning.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		needs of the students at this time.	
Department - Emergency Medical Technician (EMT) - EMT 303 - EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION - Patient assessment and treatment, critical thinking skills - Student will assess simulated patients and develop an appropriate treatment plan for the patients conditions, utilizing critical thinking skills. (Created By Department - Emergency Medical Technician (EMT))	<p>Assessment Method: Students will develop a plan and formulate a treatment plan based on simulated patient assessment information.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Students should perform appropriate assessment and treatment 100% of times</p>		
<p>Course-Level SLO Status: Active</p>			
Department - Emergency Medical Technician (EMT) - EMT 304 - EMERGENCY MEDICAL TECHNICIAN: BASIC PART A - SLO #1 Patient Assessment - Student will identify signs and symptoms which indicate disruption of normal bodily processes of an emergent nature. (Created By Department - Emergency Medical Technician (EMT))	<p>Assessment Method: Skills testing and final examination.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student will pass the final exam with an 75% and pass all skills with 80% using an rubric evaluation.</p>	<p>10/11/2014 - We had a 95% pass rate for the Summer 2014 Quarter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: High fidelity manikins to reinforce student learning outcomes through simulation</p> <p>GE/IL-SLO Reflection: Utilizing supplemental instruction seems to be helping students learn and reinforce skills. More work is needed with helping students perform more comprehensive patient assessments and developing a treatment plans.</p>	<p>01/24/2012 - Encourage students to use the online resources, i.e. test preparation, auto book etc. associated with required text.</p>
<p>Course-Level SLO Status: Active</p>			
Department - Emergency Medical Technician (EMT) - EMT 304 - EMERGENCY MEDICAL TECHNICIAN: BASIC PART A - SLO #2 Patient Assessment and Treatment Plan development - Student will discuss care for	<p>Assessment Method: Final exam and skills test. Students will be assessed through the use of simulated patients</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>10/11/2014 - We had a 95% pass rate for the Summer Quarter 2014.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>01/24/2012 - Encourage students to use the online resources, i.e. test preparation, auto book etc. associated with required text.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>various patient conditions which will improve, stabilize, or prevent deterioration of the condition. Students will apply knowledge learned and initiate beginning levels of a patient treatment plan. (Created By Department - Emergency Medical Technician (EMT))</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Student will pass the final exam with an 75% and pass all skills with 80% using an rubric evaluation. Students should be able to identify and treat patient conditions appropriately 75% of time</p>	<p>Resource Request: Additional proctors. Also, the program needs to add high fidelity simulation into the student learning process to reinforce knowledge and skills learned in the program.</p> <p>GE/IL-SLO Reflection: We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The use of high fidelity manikins use would create real patient situations that would help students reinforce foundational knowledge and skills for higher success rates</p>	<p>Follow-Up: 10/11/2014 - We are seeing more students utilize the textbook's resources. It's to early to determine if this will improve students success.</p>
<p>Department - Emergency Medical Technician (EMT) - EMT 305 - EMERGENCY MEDICAL TECHNICIAN: BASIC PART B - SLO #1 Patient Illness and Trauma Conditions - Student will identify signs and symptoms which indicate disruption of normal bodily processes of an emergent nature. (Created By Department - Emergency Medical Technician (EMT))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam and skills testing. Students will be assessed on their critical thinking skills to develop a treatment plan utilizing history and physical information collected from the simulated patient.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Pass all skills with an 80% and achieve an 80% on the final exam. Students should be able to assess patient's complaint and develop a treatment plan appropriately to patients condition 100% of time</p>	<p>10/11/2014 - We had 98% pass rate for the Winter 2014 Quarter on academic performance. We have identify a weakness with formulating an appropriate assessment and treatment plan.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: High fidelity manikins to reinforce student learning outcomes through simulation</p> <p>GE/IL-SLO Reflection: Supplemental instruction for skills seems to be improving skills testing results. We are seeing students struggling with formulating an accurate treatment plan utilizing simulated patients information collected.</p>	<p>01/24/2012 - Encourage students to use the online resources, i.e. test preparation, auto book etc. associated with required text.</p>
<p>Department - Emergency Medical Technician (EMT) - EMT 305 - EMERGENCY MEDICAL TECHNICIAN: BASIC PART B - SLO #2 Patient's with</p>	<p>Assessment Method: Skills testing and final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>10/11/2014 - We had a 98% pass rate for the Summer Quarter 2014.</p> <p>Result: Target Met</p>	<p>10/11/2014 - Encourage students to use the online resources, i.e. test preparation, auto book etc.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Critical Respiratory and Cardiac Situations - Student will discuss care for various patient conditions, which will improve, stabilize, or prevent deterioration of the condition. (Created By Department - Emergency Medical Technician (EMT))</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Pass all skills with an 80% and achieve an 80% on the final exam.</p>	<p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Additional proctors. Also, the program needs to add high fidelity simulation into the student learning process to reinforce knowledge and skills learned in the program.</p> <p>GE/IL-SLO Reflection: We are seeing improvements in the students skills competency utilizing the supplemental instruction. As stated, we are seeing a degradation of critical thinking skills with students being able to formulate a treatment plan utilizing the information collected from the simulated patient's history and physical. Increase class hours to incorporate more hands on simulated patient scenarios.</p>	<p>associated with required text.</p> <p>Follow-Up: 10/11/2014 - We have seen some improvement in NREMT pass rate. More information is needed to determine if this trend will continue.</p>
<p>Department - Emergency Medical Technician (EMT) - EMT 309 - EMERGENCY MEDICAL SERVICE ACADEMY - Critical Thinking Development Skills - Students will incorporate differential diagnosis and assessment skills utilizing their EMT knowledge. (Created By Department - Emergency Medical Technician (EMT))</p>			
<p>Department - Emergency Medical Technician (EMT) - EMT 309 - EMERGENCY MEDICAL SERVICE ACADEMY - Employment Development Skills - Students will discuss and practice writing resumes, and performing practice interviews. (Created By Department - Emergency Medical Technician (EMT))</p>			

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 200 - INTRODUCTION TO PARAMEDICS - EMT skills competency assessment - Students will perform patient assessments and appropriate treatment preparing for introduction into the paramedic program. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 200 - INTRODUCTION TO PARAMEDICS - Proficient knowledge and performance of State and NREMT practical skills - Students will practice and perform the state and NREMT skills showing a level of understanding and competency of that skill. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))			
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. Students will discuss and apply knowledge utilizing case based learning (Created By Department - Emergency Medical Technician - Paramedic (EMTP))	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: Student must achieve an 80% on the written exam	10/11/2014 - We had an 90% pass rate for the Winter 2014 Quarter. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Additional full time faculty to assist with course development. The purchase of validated test generator that is current and accepted by accreditation GE/IL-SLO Reflection:	01/22/2012 - To encourage students to use the test preparation and other text book resources available to the students.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		<p>Students have been utilizing textbook resources, but we are not seeing an increase in test scores that are acceptable. The program needs to develop a process that improves student's critical thinking skills utilizing the information that is disseminated during lectures. Additional fulltime faculty is needed to develop programs that will help improve student success</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student must achieve an 80% on the written exam</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Additional full time faculty to assist with course development. The purchase of validated test generator that is current and accepted by accreditation</p> <p>GE/IL-SLO Reflection: Students have been utilizing textbook resources, but we are not seeing an increase in test scores that are acceptable. The program needs to develop a process that improves student's critical thinking skills utilizing the information that is disseminated during lectures. Additional fulltime faculty is needed to develop programs that will help improve student success</p>	<p>10/11/2014 - To encourage students to use the test preparation and other text book resources available to the students. Incorporate supplemental instruction to help students with cognitive and psychomotor skills.</p> <p>Follow-Up: 10/11/2014 - Although we have been encourage students to use other resources to improve test scores and didactical understanding the program needs develop resources, such as a test generator to produce validated questions that will meet accreditation standards. Incorporate supplemental instruction.</p>
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB - SLO #1 Cardiac Assessments - Student will learn and demonstrate appropriate assessments and</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>01/24/2012 - Encourage students to use the online resources, i.e. skills sheets etc. associated with required lab text. Encourage students to focus on required skills per the NREMT</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>ECG monitoring. Students should be able to discuss and apply appropriate treatment for specific EKG rhythms. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>2013-2014</p> <p>Resource Request: Additional full time faculty to assist with course development. The purchase of high fidelity manikins to meet NREMT standards</p> <p>GE/IL-SLO Reflection: We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The use of high fidelity manikins use would create real patient situations that would help students reinforce foundational knowledge and skills for higher success rates</p>	<p>Assessment Method: Student will be tested on cardiac assessment using an rubric evaluation tool.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam</p>	
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB - SLO #2 Assessment</p> <p>Respiratory Emergencies - Student will learn appropriate assessments of various respiratory emergencies (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student must achieve an 80% on the written exam</p>	<p>Assessment Method: Skills assessments and testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>
		<p>10/11/2014 - We had an 89% pass rate for the Winter 2014 Quarter. Additional program development is needed to improve evaluation process on skills and didactical knowledge, such as, case based learning tools.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>01/24/2012 - Encourage students to use the online resources, i.e. skills sheets etc. associated with required lab text. Encourage students to focus on required skills per the NREMT</p> <p>Follow-Up:</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: Additional proctors. Also, the program needs to add high fidelity simulation into the student learning process to reinforce knowledge and skills learned in the program.</p> <p>GE/IL-SLO Reflection: Structure labs so that students focus on required skills. We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The use of high fidelity manikins use would create real patient situations that would help students reinforce foundational knowledge and skills for higher success rates</p>	<p>Follow-Up: 10/11/2014 - More information will be gathered as we redevelop the program to better serve our students.</p>
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA - SLO #1 Thoracic and Abdominal Trauma - Student will identify various thoracic and abdominal trauma situations and learn appropriate treatments. Students will be able to summarize the information learned during lecture and utilize differentiate skills to determine appropriate treatment during case based scenarios. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student must achieve an 80% on the written exam</p>	<p>10/11/2014 - Student demonstrated a level of understanding with achieving an 85.5% or higher on quizzes and test during Spring Quarter 2014. Additional program development is needed to improve evaluation process on critical thinking skills and didactical knowledge, such as, case based learning tools.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Additional full time faculty to assist with course development. The purchase of validated test generator that is current and accepted by accreditation</p> <p>GE/IL-SLO Reflection: To encourage students to use the test preparation and other text book resources available to the students. Incorporate supplemental instruction to help students</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		with cognitive and psychomotor skills.	
	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student must achieve an 80% on the written exam</p> <p>Assessment Method: In class case study presentation</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 100% identify the appropriate diagnosis and treatment</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61A</p> <p>- MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA</p> <p>- SLO #2 Multisystem Trauma - Student will learn how trauma affects the body systems and how to treat appropriately. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student must achieve an 80% on the written exam</p>	<p>10/11/2014 - Student are achieving 85.5% or higher. Additional program development is needed to improve evaluation process on skills and didactical knowledge, such as case based learning tools. T</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Additional full time faculty to assist with course development. The purchase of high fidelity manikins to meet NREMT standards</p> <p>GE/IL-SLO Reflection: Structure labs so that students focus on required skills. We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The use of high fidelity manikins use would create real patient situations that would help students reinforce foundational knowledge and skills for higher success rates</p>	<p>10/11/2014 - Students have been utilizing textbook resources, but we are not seeing an increase in test scores that are acceptable. The program needs to develop a process that improves student's critical thinking skills utilizing the information that is disseminated during lectures. Additional fulltime faculty is needed to develop programs that will help improve student success</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIB - SLO #1 Thoracic and Abdominal Trauma - Student will learn how assessment skills and demonstrate treatment skills. Student will identify various thoracic and abdominal trauma situations and learn appropriate treatments. Students will be able to summarize the information learned during lecture and utilize differentiate skills to determine appropriate treatment during case based scenarios.</p> <p>(Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		
<p>Course-Level SLO Status: Active</p> <p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIB - SLO #2 Multisystem Trauma - Student will demonstrate how to assess patient with multiple injuries and provide appropriate hands on treatment. Students will be able to summarize the information learned during lecture and utilize differentiate skills to determine appropriate treatment during case based scenarios.</p> <p>(Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam</p>	<p>10/11/2014 - Students demonstrated that more practice time will assist them to have a better understanding of the material. Putting students into squads has helped to form study groups. Students should be able to summarize the information learned during lecture and utilize differentiate skills to determine appropriate treatment during case based scenarios.</p> <p>Improvement is needed in this area.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: additional full time faculty to assist with course development. The purchase of high fidelity manikins to meet NREMT standards</p> <p>GE/IL-SLO Reflection: We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help</p>	<p>10/11/2014 - We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The use of high fidelity manikins use would create real patient situations that would help students reinforce foundational knowledge and skills for higher success rates. The purchase of validated test generator that met accreditation standards would provide a consistent method of testing student knowledge.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>students develop critical thinking skills. The use of high fidelity manikins use would create real patient situations that would help students reinforce foundational knowledge and skills for higher success rates. The purchase of validated test generator that met accreditation standards would provide a consistent method of testing student knowledge.</p>	
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIIA - SLO #1 Environmental Emergencies - Student will identify various environmental situations that can affect patients and learn appropriate treatments. Students will be able to summarize the information learned during lecture and utilize differentiate skills to determine appropriate treatment during case based scenarios. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: Student must achieve an 80% on the written exam</p>		
<p>Course-Level SLO Status: Active</p> <p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIIA - SLO #2 Pediatric Patients - Student will identify pediatric situations and learn appropriate treatments. Students will be able to summarize the information learned during lecture and utilize differentiate skills to determine appropriate treatment during case based scenarios. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: Student must achieve an 80% on the written exam</p>	<p>10/11/2014 - Students need to utilize study groups and other resources to be successful. Students averaged 85% on quizzes and test. Implementing squads and study groups improved the students understanding of the material. We have seen some improvement but additional program development is needed to improve evaluation process on skills and didactical knowledge, such as, case based learning tools.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	<p>10/11/2014 - To encourage students to use the test preparation and other text book resources available to the students. Incorporate supplemental instruction to help students with cognitive and psychomotor skills.</p> <p>Purchase a test generator that has been approved by accreditation bodies.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: Additional full time faculty to assist with course development. The purchase of validated test generator that is current and accepted by accreditation</p> <p>GE/IL-SLO Reflection: Although we have been encourage students to other resources to improve test scores and didactical understanding the program needs to purchase a test generator to produce validated questions that will meet accreditation standards. This would provide a consistent method of administering quizzes and test.</p>	<p>Follow-Up: 10/11/2014 - Utilizing the day care center on the campus has helped to reinforce information form the didactic portion of the student learning. The students have have had the opportunity to be involved with children of various age groups and learn about physical and learning processes.</p>
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62B</p> <p>- MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB - SLO #1</p> <p>Environmental Emergencies - Students will demonstrate assessments and appropriate treatments on patients affected by various environmental situations through simulation. Students will be able to summarize the information learned during lecture and utilize differentiable skills to determine appropriate treatment during case based and simulated patient hands on scenarios. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>	<p>10/11/2014 - Students achieved an average of 85% on skills testing and oral scenarios testing. Students need to utilize study groups and other resources to be successful. Students averaged 85% on quizzes and test. Implementing squads and study groups improved the students understanding of the material. Additional program development is needed to improve evaluation process on skills and didactical knowledge, such as, case based learning tools.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: additional full time faculty to assist with course development. The purchase of high fidelity manikins to meet NREMT standards</p> <p>GE/IL-SLO Reflection: We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The use of high fidelity manikins use would</p>	<p>10/11/2014 - To encourage students to use the test preparation and other text book resources available to the students. Incorporate supplemental instruction to help students with cognitive and psychomotor skills. Currently we only have one carver lab day. Additional labs would be beneficial.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		create real patient situations that would help students reinforce foundational knowledge and skills for higher success rates. The purchase of validated test generator that met accreditation standards would provide a consistent method of testing student knowledge.	
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB - SLO #2 Pediatric Assessments - Students will proper and appropriate assessments on the pediatric patient. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		
<p>Course-Level SLO Status: Active</p> <p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL SPECIALTY ROTATIONS - SLO #1 Specialty Rotations ICU, Emergency Department, Trauma - Student will rotate through various critical care ares of the hospital to learn and increase their experience and knowledge. Students will be able to summarize the information learned during lecture and utilize differentiate skills to determine appropriate treatment during case based scenarios and actual patient cases during their rotation. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Hospital preceptors will assess students through observation and quizzes.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>	<p>10/11/2014 - Students struggle to get various patient contacts during this portion of the training. More OR time was needed for airway management. Students will meet minim NREMT requirements while performing skills under supervision.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Additional money for cadaver airway training</p> <p>GE/IL-SLO Reflection: Students will demonstrate and be evaluated by a preceptor of their understanding of didactical information in a clinical setting. we have added an additional hospital, which has helped the program move students through the process.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/06/2014 - All students received a minimum if 80% and It was determined that students receiving extra OR time had improved intubation stats</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Additional full time faculty to assist with course development. The purchase of high fidelity manikins to meet NREMT standards</p> <p>GE/IL-SLO Reflection: Additional time schedule at the Stanford cadaver lab.</p>	<p>10/06/2014 - We feel that extra cadaver time would simulate OR time for those students struggling with intubation. Research the possibility of adding extra cadaver at Stanford</p> <p>Follow-Up: 10/11/2014 - It has been determine that students need more airway management practice on live and/or cadaver patients.</p>
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63A</p> <p>- MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL SPECIALTY</p> <p>ROTATIONS - SLO #2 Specialty Rotation</p> <p>ICU, Pediatric, Labor and Delivery - Student will be observed by hospital preceptors while they assess and evaluate patients in these critical care areas. Student will meet NREMT standards for NREMT while performing skills. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Quizzes and skills testing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Student must achieve an 80% on the written and skills exam using an rubric evaluation tool.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63B</p> <p>- MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY</p> <p>DEPARTMENT ROTATIONS - SLO #1</p> <p>Emergency Department Rotation - Students will spend time in the emergency department under the supervision of a preceptor while they assess patients and administer</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>medications utilizing knowledge from didactic and skills portion of the program. Students will formulate a patient treatment plan and administer medication other treatment appropriately (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p> <p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY DEPARTMENT ROTATIONS - SLO #2 Emergency Department Assessments Rotaion - Student must demonstrate their knowledge of assessing patients with various injuries and illnesses. Students will be able to summarize the information learned during lecture and utilize differentiate skills to determine appropriate treatment during case based scenarios or live patients. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>	<p>10/11/2014 - Students are getting patient contacts which is helping them with patient assessments and treatment modalities. Our 2013-2014 group of students will all be placed during the spring quarter. This will be an improvement over previous years.</p> <p>We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The use of high fidelity manikins use would create real patient situations that would help students reinforce foundational knowledge and skills for higher success rates</p>	<p>10/11/2014 - Bring students back into the classroom to evaluate them on skill and knowledge competency. Students will be evaluated to determine if any remediation is necessary prior to their field rotation.</p> <hr/>
	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Additional full time faculty to assist with course development. The purchase of high fidelity manikins to meet NREMT standards</p> <p>GE/IL-SLO Reflection: Students are being evaluated by hospital personnel to determine their understanding of didactical and skills information through patient assessments and program homework. Bring students back into the classroom to evaluate them for competency</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		will help detect weakness prior to going to the field setting.	
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #1 Field Internship Phase Assessment - Student will work in a field environment under the supervision of a licensed paramedic while responding to calls demonstrating appropriate assessments and treatment on patients. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills and written exams</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool. Assessment will be done by a Field Preceptor and Program Staff</p>	<p>10/11/2014 - We have a 50% pass rate for the Winter 2014 Quarter. This is due the fact that we have done better networking with our sponsoring agencies and have improved relationships.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: The purchase of 1 to 2 ambulance would assist with preparing students for their field rotation</p> <p>GE/IL-SLO Reflection: We have improved the field internship locations and develop better communications with Stakeholders. Students being required to place their name on more than one list of field internship sites</p>	<p>01/22/2012 - The poor pass rate was partly due to changes in the EMS System during this pass year. We are identifying areas to improve field internship locations and develop better communications with Stakeholders.</p>
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #2 Field Internship Phase Scene Management - Student will demonstrate under critical situations their ability to act calm and manage the scene of an emergency, while being observed by a licensed paramedic. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exams and skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool. Assessment will be done by a Field Preceptor and Program Staff</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64B</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills and written testing</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #1 Field Internship</p> <p>Pateint Management - Student will demonstrate to the preceptor their ability to assess and treat patients with respiratory emergencies. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>		
<p>Course-Level SLO Status: Active</p> <p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64B</p> <p>- MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #2 Field Internship</p> <p>Phase Treatment Assessment - Student will demonstrate their ability to under that the required medication within their scope of practice. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Skills and written testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>	<p>10/11/2014 - We have had 50% if we include the 2012-2013 classes.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: The purchase of of 1 to 2 ambulance would assist with preparing students for their field rotation</p> <p>GE/IL-SLO Reflection: The system had gone through some significant changes which had hampered our program to complete students in a timely manner. We have taken the necessary steps to improve our relationships with our sponsoring agencies. We have several students 2011 cohort that will be completing their field internship. The 2012 and 2013 are moving along very nicely. We are seeing an improvement with our student getting placed into field rotation.</p>	

Unit Assessment Report - Four Column

Foothill College

Program (BHS-EMTP) - Paramedic AS/CA

Mission Statement: The Foothill College Paramedic program o 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-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 - 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 competent, compassionate patient care that is thoughtful and intelligent in its approach. The paramedic will integrate themselves in to the healthcare field providing direction and contributing to change that will be supportive of the patient. SLO Status: Active	<p>Assessment Method: National Registry written and skills assessment. Program summative knowledge and skills exam. Interact with hospital and field preceptors to provide tools to our students and preceptors to better support their education. Graduate surveys have favored the program positively. Employer survey has demonstrated hiring more Foothill College students compared to other students who have graduated form other programs.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: Passing score of 70% for NREMT Passing score of 80% for the program</p>	<p>12/12/2014 - We continue to have a successful pass rate of 100% of the students that have taken the NREMT test, but not all students have completed their field phase.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: Although we still encounter the inability to get all of our student into their field internship in a timely manner it has greatly improved over the last year. Students are required to place their name on three (3) different internship sites will should increase their chance of getting a preceptor earlier. We are encouraged that through our networking we have minimized the wait time.</p>	<p>12/19/2014 - We are having dialogue with our partners to secure additional internship positions for our students. We have asked students to start looking for a preceptor earlier in their training to assist the program with getting them a preceptor.</p>
Program (BHS-EMTP) - Paramedic AS/CA - Program (BHS-EMTP) - Paramedic AS/CA - 2 - Graduates will perform as competent, entry-level EMT-Paramedics skills and knowledge in accordance with the Title 22, NREMT and the national EMS Education	<p>Assessment Method: National Registry written and skills assessment National Registry written and skills assessment. Program summative knowledge and skills</p>		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Standards.</p> <p>SLO Status: Active</p>	<p>exam.</p> <p>Interact with hospital and field preceptors to provide tools to our students and preceptors to better support their education.</p> <p>Graduate surveys have favored the program positively.</p> <p>Employer survey has demonstrated hiring more Foothill College students compared to other students who have graduated from other programs.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: Passing score of 70% for NREMT Passing score of 80% for the program</p>		