

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: Emergency Medical Services (EMS)

Division Name: Biological and Health Sciences

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

Name	Department	Position
Dave Huseman	EMS	Program Director
Nanette Solvason	BHS	Dean
Tracy Vellaneuva	EMS	Primary Paramedic Instructor

Number of Full Time Faculty:

1

Number of Part Time Faculty:

37

Please list all existing Classified positions: *Example: Administrative Assistant I*

Charlie McKellar, Christine Mangiamelli and Claudia Flores provide limited and variable administrative support for this program

List all programs covered by this review and indicate the program type:

Paramedic (18-24 month program)	X Certificate	X AA / AS	<input checked="" type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
EMT (6 month certificate, two quarters)	X Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
EMR (3 month certificate; one quarter)	X Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2012-2013	2013-2014	2014-2015
Paramedic	4	9	14

1B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2012-2013	2013-2014	2014-2015
EMT	105	132	113
EMR	206	184	194

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

EMT:

Individuals interested in working as EMTs do not require college credit. As long as they have a Certificate of Completion issued by an approved provider, they can take the licensure exam.

EMR:

Individuals needing CPR certification similarly, do not require college level credit. Therefore, EMR students receive a Certificate of Completion upon successful completion of EMR/Health55 and are awarded their CPR license.

1C. Department Level Data: Paramedic

	2012-2013	2013-2014	2014-2015
Enrollment	300	253	275
Productivity	471	334	316
Course Success	94	94	88
Full-Time Load (FTEF)	0.4	0.3	0.3
Part-Time Load (FTEF)	2.4	2.5	3.4

1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): Increase Steady/No Change Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: Above Level At Level Below Level

Female: Above Level At Level Below Level

<25 Years Old: Above Level At Level Below Level

>25 Years Old: Above Level At Level Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

We are encouraging all paramedic and EMT students to put in a minimum of 8 hours of supplemental instruction each quarter. Supplemental instruction is an excellent way for students to increase the amount of time practicing and reinforcing concepts they learn in the classroom under the supervision of an instructor. We believe this will help improve the success rates.

Furthermore, we have divided the paramedic cohort into thirds and assigned a Clinical Liaison (CL) to

each group throughout all phases of their training. The CL are required to meet with each of their students three times during the first quarter, and two times for each remaining quarter. In addition, CL will communicate with their students a minimum of twice each month once they start their externship. Student concerns, student progress, and remediation are discussed at this time. This process should identify any concerns that would prevent student success. If student performance concerns are identified the student will be placed on a Personal Improvement Plan (PIP) with additional follow up meetings to determine if the interventions are providing the needed support.

We recently hired a new full time faculty in EMS. Questions regarding equity and student success were included in the interview process and candidates were evaluated on their understanding of and commitment to equity and providing a safe learning environment for all of our students.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

Courses are not canceled due to low enrollment. The curriculum for our Paramedic students are set and follow consecutive sequences. All courses are required for the completion of the program.

The Paramedic program enrollment has declined since last year, however this does not represent a decrease in enrollment or the number of students accepted into the Paramedic program, but rather represents the successful completion of students who had not previously completed their clinical rotations from the 2011 and 2012 classes. The decline in enrollment actually represents students successfully exiting the program.

In order to prevent the delay in completion of the externships and clinical rotations, our program is in the final stages of implementing policies and procedures that will help get students through the program on time. We have placed new requirements and expectations on the students to shorten their time they wait for clinical externships. These strategies include:

- (1) requiring students to be confirmed on three internship lists simultaneously
- (2) improving our relationships with our clinical and field sites, which has helped with getting students into internship spots sooner than our competition
- (3) hiring part time faculty members that are preceptors and employed with our externship partners.
- (4) dividing the class into thirds and assigning a Clinical Liaison's for each group early on assuring that students concerns, their progress, and setting their expectations regarding the next steps to successfully obtain a preceptorship .

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: Increase Steady/No Change Decrease

Program Productivity (Compared to College): Above Goal At Goal Below Goal

Please discuss what factors may be affecting your program's productivity.

The Paramedic program has accreditation mandates that require us to maintain a 1:6 instructor/student ratio in lab settings, and the EMT program must maintain a 1:10 to be compliant with State EMS regulations. Until two years ago, the ratio was maintained by hiring TEAs. This strategy kept productivity up, but had a huge impact on the BHS Division B budget and was not a sustainable or

advisable practice. This practice was phased out beginning in the 2013-2014 school year. The ratio now maintained with part time faculty and this has systematically driving down the productivity.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Given the strict state guidelines for student/teacher ratios in the lab settings, we are unable to put into practice any strategies to affect productivity of individual courses that are part of the paramedic program.

1C. Department Level Data: EMT (Data provided by Institutional Research; Enrollment numbers generated by combining enrollment for EMT304 and EMT305)

	2012-2013	2013-2014	2014-2015
Enrollment	329	375	308
Productivity	476	396	341
Course Success	91	83	87
Full-Time Load (FTEF)	0.6	0.4	0.5
Part-Time Load (FTEF)	1.0	1.7	1.7

1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): Increase Steady/No Change Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X
Asian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X
Latino/a	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X
Native American	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
White	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Decline to State	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: X Above Level At Level Below Level

Female: X Above Level At Level Below Level

<25 Years Old: X Above Level At Level Below Level

>25 Years Old: X Above Level At Level Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

The data for African American, Filipino, Pacific Islander and Native American are uninformative because the number of students are too small. However, the data are reported here for completeness. The only meaningful data is that for our Latino/a students. Here there are almost 100 students in the 2014-2015 school year and their success rate has declined from 91% to 74% in 3 years. This is in comparison to the college success rates which have increased from 70% to 72% during the same time frame. Notably, although the success rate has declined in this population in our EMT courses, it still remains higher than the college level. Despite this, we have instated efforts to enhance success by providing supplemental instruction for our EMT students. This began in the middle of the 2014-2015 school year. Student attendance is encouraged by each faculty and most students attend at least 8 hours of supplemental instruction per quarter.

Furthermore, we also have non-credit EMT304 and EMT305 courses at the state chancellors office awaiting approval. These courses will be important for our ESL students or any student who may need additional time or support to successfully complete the program. Students may enroll in the EMT courses for no fee and the courses are repeatable. To become a licensed EMT, the courses do not need to be on a student's transcript. They simply need to be awarded the certificate of completion and pass the National Registry EMT licensure exam. We hope and expect to see higher student success as students who may need to repeat a course to master certain aspects of the curriculum will be allowed to do so with no cost.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

We have submitted new courses to the state chancellor's office that will allow us to offer our EMT304 and EMT305 courses as non-credit courses. This will be of great benefit to our students as it will be (1) free and (2) repeatable. Thus, our expectation is that our enrollment in the EMT program will increase measurably in the 2016-2017 school year.

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: Increase Steady/No Change Decrease

Program Productivity (Compared to College): Above Goal At Goal Below Goal

Please discuss what factors may be affecting your program's productivity.

The productivity in the EMT program has consistently declined since 2012 from 476 to 341 in 2014. This is almost certainly related to the significant increase in PT FTEF utilized to run the program (from 1.0 in 2012 to 1.7 in 2014). For years, the EMT labs were staffed with TEAs. This inadvertently hid the exact cost of these courses. There is a mandated ratio of 10:1 for each lab. Therefore the course must maintain a high teacher to student ratio to be in compliance with their accrediting body. In order to be in compliance with labor laws, the use of TEAs was dramatically reduced and eligible instructors who met the MQs were hired as part time instructors. This has dramatically reduced the productivity of the EMT program. Given the mandated student:teacher ratio, the productivity for the EMT program will likely remain below the college goal of 535.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Given the necessity to maintain a strict 10:1 ratio of student to teacher in the EMT labs, our ability to increase productivity in these classes is limited. We can however, ensure that the EMT core courses are run with at least 30 students per course. Furthermore, we have newly approved supplemental EMT courses that can be offered which do not have mandated student:teacher ratios. These courses would help raise the overall EMT program WSCH because there are no mandated ratios in the labs. Furthermore, we have just received chancellor office approval of an EMT course (EMT309). This course will have no mandated teacher/student ratio and should be able to offset the low productivity of the EMT program. The first class should be run in the 2015-2016 school year.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: PARAMEDIC

This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: Above Standard At Standard Below Standard

Targeted Student Course Completion: Above Standard At Standard Below Standard

Online Student Course Completion: Above Standard At Standard Below Standard

In-Person/Hybrid Course Completion: Above Standard At Standard Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: Above Goal At Goal Below Goal

Targeted Student Course Completion: Above Goal At Goal Below Goal

Online Student Course Completion: Above Goal At Goal Below Goal

In-Person/Hybrid Course Completion: Above Goal At Goal Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

We will improve course completion rates by introducing the Clinical Liaison into the students learning process sooner. Dividing the class into thirds and assigning a Clinical Liaison's for each group early on will assure that students' concerns are addressed early, that their progress is closely monitored and interventions are put in place to support learning where needed. This will assure that students have an understanding of the expectations and the next steps that they must complete to be successful.

Secondly, counseling students to the value of supplemental instruction should increase utilization of this valuable resource. Finally, utilizing the simulation center that will be incorporated into the new Sunnyvale Education Center should provide added support to our students, especially those who may be kinesthetic learners.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

Not Applicable

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? X Yes No

Does meaningful dialogue currently take place around equity and course success rates? X Yes No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings Opening Day Online Discussions Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

Not applicable

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

All CL-SLO met their target goals. However, due to the changing EMS Educational standards and feedback from the clinical liaison and clinical preceptors, we have increased the length of time in scenario based learning (EMTP60, 61 and 62 labs). While this change was not implemented in response to reflection from the SLOs, the program is taking steps to update and implement needed changes to ensure student competency.

With our program moving to the Sunnyvale Education Center this year, we have been in discussion with the planning team to improve the didactic and laboratory space to improve the student's education. The EMS Educational standards now require that paramedics be given a summative final simulation scenario to test both knowledge and skills retention prior to the students receiving a course completion. This type of teaching paradigm is being included in our regular curriculum so that students are familiar and competent with this learning and testing method.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

Reflection regarding our CL-SLOs indicate that objectives are being met in all courses.

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

Reflection on the current PL-SLOs revealed that the targets are being met. However, we would like to improve first time pass rates on the National Registry exam. Given the changes in the summative scenario based evaluation that will be implemented in August of 2016, we have increased the scenario based learning in the EMTP60, 61 and 62 Labs and we are building a simulation suite at the new Sunnyvale Education Center that will be utilized in the scenario development and student evaluation process.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

Many students come into the program with an AS or BS degree already and do not understand or appreciate the value of receiving an Associates degree. They are able to practice Paramedicine upon completion of their NREMT licensure exam independent of the being awarded an Associates degree. 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 several accredited distance learning institution. Over the last three years we have had an increase in AS degrees being issued.

If your department has a Workforce/CTE program, please complete Section 2F.

If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program? 10.8

What is being done at the program-level to assist students with job placement and workforce preparedness?

Because of the high standards that we maintain in our programs our students do not have difficulty getting employment. The majority of our students do their externships at their EMS company that they're currently employed at as an EMT, other students receive job offers from their externship site after they complete their training. I meet with each student as they exit the program. Each student has indicated that they have a pending job offer once they complete the state licensure process. We have taken steps to have employers come to discuss employment opportunities with each class.

For our EMT students, we have written a new course called EMT309 (EMT Academy) which focuses on additional targeted workforce related topics that enhance the course work students would have received in EMT304 and EMT305. Part of this course includes practicing interviewing skills. This course should be offered for the first time in 2015-2016 academic year.

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

not applicable

2A. Institutional Standard: EMT

This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: Above Standard At Standard Below Standard

Targeted Student Course Completion: Above Standard At Standard Below Standard

Online Student Course Completion: Above Standard At Standard Below Standard

In-Person/Hybrid Course Completion: Above Standard At Standard Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: Above Goal At Goal Below Goal

Targeted Student Course Completion: Above Goal At Goal Below Goal

Online Student Course Completion: Above Goal At Goal Below Goal

In-Person/Hybrid Course Completion: Above Goal At Goal Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Supplemental instruction is available to all students attending EMT courses. This provides additional time to practice lab skills that are critical to mastery of the EMT curriculum. Students can practice in small groups or alone, but there is always a faculty available for answering questions or to demonstrate the proper technique. Furthermore, the approval of our non-credit EMT courses and non-credit EMT program will allow students to repeat courses as needed to ensure mastery of concepts and skills. This is ideal for our ESL students or any student who many need additional time in the classroom

to develop proficiency.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

Not applicable

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? Yes No

Does meaningful dialogue currently take place around equity and course success rates? Yes No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings Opening Day Online Discussions Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

All CL-SLOs targets were met, however, our accrediting body has recommended that we incorporate more scenario based paradigms in our EMT labs. Furthermore, the national agency that administers the licensure exam is moving towards scenario based summative testing and so in order to continue to prepare our students for these tests we are beginning to develop and integrate more scenario based training in the labs associated with the EMT courses.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

The EMT series of courses do not constitute of college program. As such, there are no official PL-SLOs

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

Not applicable

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

Although we are not a specific college program, we have determined that our EMT courses meet the rigor required for transferability to CSU or UC for AA or Baccalaureate level degrees. Our EMT courses are being renumbered to reflect the transferability. These changes are currently working their way thru our internal division curriculum process currently. Furthermore, as discussed in multiple sections of this program review, we will begin a non-credit EMT program. This should significantly increase access to this health care profession as a student will be able to take all course work required for this certificate free of charge and will be able to repeat the course work as needed to ensure mastery of content.

If your department has a Workforce/CTE program, please complete Section 2F.

If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

10.8 (EMT and Paramedic work force projections are combined)

What is being done at the program-level to assist students with job placement and workforce preparedness?

We have a new course EMT309 designed to increase the job "readiness" of our EMT graduates. This course reinforces multiple concepts and core skills that an EMT needs to master to be effective as a newly hired EMT. Students will participate in physical training identical to that of EMTs employed by large private ambulance providers. Heavy emphasis is placed on training in patient moving and lifting, documentation, scenario practice, customer service and medical legal issues. Mock interviews will be conducted by job recruiters from local public and private agencies. Successful completion of the class will result in a stronger first time job applicant.

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

EMT pass rates on their licensure exams are reported here. This data was compiled by accessing the National Registry Data Base. Three hundred seventy one (371) students took the test from Q1(2013) thru Q4 (2015). Seventy percent (70%) passed on first attempt, 79% passed (cumulative) within 3 attempts and 79% (cumulative) passed within 6 attempts.

Data collected for the entire US are: 68% first time pass; 79% pass within 3 attempts; 79% pass within 6 attempts.

Our program tracks with national pass rate averages, however, we are planning to offer the EMT309 course to increase the "readiness" of our EMT graduates by expanding and reinforcing skills that they were exposed to in the basic training. Introduction of scenarios in the EMT309 course work will encourage and sharpen critical thinking skills. We believe this will improve our first time and overall pass rates on the licensure exams.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Providing students with the state of the art lab equipment, high fidelity manikins, and instructional materials to maximize learning.	Year:	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Secure a second full time EMS faculty	Year:	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Regularly monitor and track student progress throughout program.	Year:	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

Improve overall structure of the Paramedic, EMT, EMR programs	Year:	<input type="checkbox"/> Completed	X Ongoing	<input type="checkbox"/> No Longer a Goal
Establish student portfolio	Year:	X Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Maintain paramedic accreditation	Year:	X Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Development of a simulation center	Year:	<input type="checkbox"/> Completed	X Ongoing	<input type="checkbox"/> No Longer a Goal
Obtain ambulance and extrication vehicles	Year:	<input type="checkbox"/> Completed	X Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

The program added Health 55/EMR under its organizational supervision this past year. The addition of Health 55 has been great as it has created a stackable career pathway for students interested in EMS. With this addition, and the increase number of students throughout our programs the need for a full time office assistant has become more prevalent. In order to move students through their EMS education in a efficient and expeditious manner requires a dedicated person to assist with getting students placed into their externships as quickly as possible months in advance, assisting with putting student progress summaries together and assisting students with their portfolios, which is now required by accreditation, and to assist with procurement of equipment and supplies for the ongoing day to day operations. With the move to the new Ed Center this year the goal of setting up a simulation center, and National Registry Test Center our need for additional support is not decreasing, but rather has been increasing. The majority of this responsibility has fallen on the Program Director to get these required tasks done. The program has been trying to purchase an ambulance and extrication vehicles for some time. These are important elements of their training as it incorporates the real life aspects of the profession into their training. The monies that have been available for these purchases has not been sufficient, but we continue to explore options such as donations and leverage funds with our Deputy Sector Navigator.

Please provide rationale behind any objectives that are no longer a priority for the program.

Not applicable

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	Winter 2016 Term	Course Enrollment
1. Add a second cohort of paramedic students	Spring 2016	Course enrollment
2. Set up simulation lab at new Ed Center	Fall 2016	Utilization during winter 2017
3. Offer EMS Academy Course	Fall 2016	Course Enrollment
4. Offer EMS 200 Course	Fall 2016	Course Enrollment
5. Offer NREMT written/skills testing	Fall 2016	Course Enrollment
6. Increase the number of faculty receiving Professional Development to meet Accreditation (accreditation finding)	Fall/Winter 2016/17	Certification
7. Purchase an ambulance and vehicles for patient simulations	Fall/Winter 2016/17	Utilization during Winter 2017

8. Increase Program Financial Support	Spring 2016	Additional Cadaver lab and basic supply budget
9. Provide adequate release time to program director	Fall 2016	awarded

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information.

Indicate which EMP goals are supported by your program objectives (Check all that apply).

 Create a culture of equity that promotes student success, particularly for underserved students. Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance. Recognize and support a campus culture that values ongoing improvement and stewardship of resources.**3D. Resource Requests:** Using the table below, summarize your program's unfunded resource requests.Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
More professional development for primary faculty and program director (this was an accreditation request)	\$10,000	6. Professional development	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Mileage Reimbursement	\$10,000	Additional support for faculty to visit students during their specialty rotations. With addition of second class, the budget for mileage reimbursement must double	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

High Fidelity mankkens, adult, OB, child and infant	\$200,000	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Ongoing repair of equipment	\$5000	8	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Additional Cadaver lab for second Paramedic cohort	\$5000	8	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Additional release time for program director (from 25 to 33%)			<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

Currently the program director has 25% release time provided by the college. This is inadequate given the breadth and scope of the job duties which are outlined below.

The EMS program director oversees, EMR, EMT and Paramedic programs. He is responsible for all curriculum changes and updates. He ensures that the CL-SLOs and PL-SLOs have adequate reflection and that outcomes are adequately evaluated. He ensures that every EMT and Paramedic student has current immunizations and background checks prior to their clinical and field externships. He is responsible for overseeing the clinical placement of all students including identifying new sites and building relationships with each site. A second paramedic class is being offered this spring which will take up additional time for the director and the first NREMT paramedic skills testing was performed this summer (2015). This took place over a Saturday and Sunday and required the coordination of 12 faculty for both days plus 8 student workers who role played as patients. Twenty five of the 29 paramedic students took the test. It was a huge undertaking and is being planned for at least once per year going forward. He will oversee the new non-credit EMT and EMR courses.

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

Over the past three years we purchased cardiac monitors, EKG simulators, specialty manikins for IV practice, OB trainers, airway management, and Intraossious practice. We have also received a high fidelity child manikin along with a high fidelity adult manikin that will be shared with the Respiratory and Rad Tech programs. These resources provide a learning environment that is real life and prepares students for real life patient care. It also will prepare students for the NREMT summative exam that is now required for paramedics. The last cohort that started in 2014 had a 100% pass rate on their NREMT Skills test. The NREMT site coordinator attributed part of their success to the equipment that our programs has and the rigorous expectations for passing. The expectations for students to be competent, confident, in both knowledge and skills performance can only be achieved if the equipment that is being used is of a high standard and is state of art. Our EMT's and EMR students are utilizing the same equipment that the paramedics use in their training. Skills testing for both EMT's and EMR has achieved similar successful results. One thing to point out, our equipment is being used 12 months out of the year by over 100- students per quarter.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
From a productivity perspective accepting 30 students per class is not good for the program.	In order to meet the requirements of accreditation, the state, and to assure that safe, competent and confident paramedics are being graduated the program can only accept 30 students per cohort.
The facilities and storage are poor at the Middlefield Campus.	Moving to the Ed. Center this year will help with space, and other facility needs, such as storage. The center will be centrally located in the area making the center more accessible to our students from Foothill and neighboring EMS programs. The administration has been supportive with funding, but as we expand and the needs of setting up a simulations lab these expenses will increase. In addition the our program is in need of getting an ambulance or two and to acquire vehicles for patient removal exercises.
The program had not been compliant in the previous years prior to the current program director.	Currently the program meets or exceeds the standards set by accreditation and the state EMSA as a result of the changes made by this director and his faculty.
The program has been in need of an additional full time faculty, in addition there is a need for a full time clerical person to support the 12 month operations of the program.	An offer has been made to a second full time EMS faculty. This is much appreciated and will greatly support the many different areas needing support, such as a fulltime paramedic instructor. This will provide consistency with both cohorts of the students, which will minimize inconsistencies.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The Allied Health program directors and the BHS Dean meet on a monthly basis to discuss areas that their programs are successful and ways to improve/enrich our programs. Many innovative ideas are developed and shared during this time. The EMS programs have worked with the other Allied Health programs on several interprofessional exercises each year. This helps students in understanding their roles and the roles of other healthcare professionals that are part of the patient care team. Our students spend a minimum of 4 hours each quarter performing community service. Students participate with our Foothill College Program Coordinator and assist with presenting the career paths that we offer in EMS. Additionally, students put in many hours each quarter supporting the Salvation Army and St. Anthony's in San Francisco. They assist the homeless and prepare and serve meals. During the summer we offer a career path from EMR to EMT for students who have recently graduated from High School. Several students from this summer program have come through our paramedic course over the years.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The EMS program continues to be a model program with stackable credentials. Students enter a course called EMR (previously called Health 55) where they receive an Emergency Medical Responder license and a CPR card. Multiple jobs in our community require individuals to be an EMR including school bus drivers, life guards, employees at nursing homes, home health aides and many more. This single course provides needed licensure and basic safety training for our community at large and secondarily serves as a prerequisite course preparing students to enter the EMT program.

The EMT program deserves special note in the program review as it is the first program in our division which will be offered as non-credit, allowing students to enter this health care profession by taking courses without paying fees. Furthermore, students will be able to repeat a course as often as needed to ensure mastery of skill sets required to be a competent and safe EMT. This will eliminate barriers to this profession and help ensure success for all of our students particularly ESL students who may need to retake courses to become confident in the profession.

Furthermore, the program director deserves special mention for his commitment to beginning a second Paramedic cohort. Beginning in spring of 2016, we will have 2 cohorts of 30 paramedic students (an increase of 30 students). Preparation for this second cohort has taken considerable time and planning.

Thus this department provides workforce preparedness for a multitude of positions including all levels of the public safety field as Emergency Medical Responders (life guards, public school employees, nursing aides, etc) and Emergency Medical Technicians (Emergency Room Technicians, employed as EMTs on Ambulances, working in multiple venues during major sporting events, concerts or any organized event with large numbers of the public in attendance). Finally, Paramedics are employed by ambulance companies and as firefighters.

Therefore this department provides a vital function ensuring the safety and well being of our community and community members.

6B. Areas of concern, if any:

With the start of the second paramedic cohort, the program director must pay close attention to the externship portion of the students' training to ensure that adequate numbers of externships are available permitting students to complete the program in a reasonable time frame. Furthermore, close monitoring of the job market and the time to employment for our paramedic students must be a priority to ensure that we aren't saturating the job market.

6C. Recommendations for improvement:

The program should continue efforts to increase the proportion of targeted populations in the applicant pool and develop additional strategies to ensure the success of targeted students once they enter the programs.

6D. Recommended Next Steps:

Proceed as Planned on Program Review Schedule
 Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

The EMT/EMS program is a high quality career program serving our community by providing trained EMT/EMS providers to our workforce and by providing high quality careers for our students. The program director has done an excellent job running this program and working on goals to increase its student success and scope. The addition of a second full-time faculty member will assist the director enable the entire program to move forward in meeting its goals. This is an excellent program review and reflects the amount of effort the faculty have put into their program and high quality dialogue going in the department on ways to improve student success and ways to meet students' needs who are struggling. The addition of non-credit opportunities and supplemental instruction is an excellent addition to the program and will help more underprepared students transition to the credit program and or enable students to enter the workforce who need training but don't need a credit program. The graduation rate of this program is strong as are the pass rates for its graduates on required exams.

6F. Areas of concern, if any:

No serious areas of concern. I echo the Dean's comments regarding externships and job opportunities.

6G. Recommendations for improvement:

I support the Dean's recommendation regarding efforts to attract and retain students from targeted populations.

6H. Recommended Next Steps:

Proceed as Planned on Program Review Schedule
 Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Course Assessment Report - Four Column

Foothill College Department - Health (HLTH)

Mission Statement: Health 55 / EMR course introduces the student to the dynamic field of Emergency Medicine and prepares them for further training if they so choose. Emergency medicine requires a solid appreciation and understanding of basic concepts, and the ability to deliver appropriate treatment.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Health (HLTH) - HLTH 55 - EMERGENCY RESPONSE - SLO 1 - Application of Knowledge - Assess life-threatening conditions and give appropriate treatment to sustain life and reduce pain. (Created By Department - Health (HLTH))	<p>Assessment Method:</p> <ol style="list-style-type: none"> 1. Individual check off for skill mastery. 2. Three Multiple choice exams. 3. Group scenario sessions. <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success:</p> <ol style="list-style-type: none"> 1. 90% of students will pass all tests at the 80% level. 2. 100% student participation in group scenario sessions. 	<p>02/16/2016 - Students continue with 90% passing at the 80% level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: No changes in the SLO at this time.</p>	12/07/2013 - We shall continue with individual skill testing, 3 multiple choice exams and group scenarios sessions.
Start Date: 01/04/2016			12/07/2013 - We shall continue with individual check off, 3 multiple choice exams and group scenarios.
End Date: 12/31/2016			
Course-Level SLO Status: Active			
		<p>02/16/2016 - Students continue to experience a high success rate and 90% of students pass all tests at the 80% level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: No changes to the SLO at this time.</p>	12/07/2013 - We shall continue with the multiple choice exams, scenarios, and individual check off of skills.
		<p>02/16/2016 - Greater than 90% of students passed the skill mastery test, the three multiple choice exams, and the group scenario sessions at the 80% or higher level. 100% of students participated in the group scenario sessions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: The EMS programs would like to add</p>	12/07/2013 - No changes shall be made to this SLO or the evaluation methods as greater than 90% of students experience success in this course.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>scenario based testing. The utilizing high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration.</p> <p>GE/IL-SLO Reflection: There remains a high success rate for students enrolled in the HLTH55 plan - no changes shall be made at this time.</p> <p>GE/IL-SLO Reflection: Students continue to experience a high success rate in the HLTH55 class. No changes shall be made at this time.</p>	
		<p>02/16/2016 - 100% of students taking the skills testing passed. All students participated in the group scenario sessions. 90% of students passed the multiple choice exams.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: As most students did very well and met the target goal, The EMS programs would like to add scenario based testing. The utilizing high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration. I will keep with the current SLO and target goal. I see no need for a change with such a high success rate.</p> <p>02/16/2016 - More than 90% of students passed all three multiple choice exams at the 80% or higher level, the individual check off of skills, and the group scenario sessions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: This SLO and evaluations methods will</p>	<p>05/17/2012 - No change in the SLO or evaluation methods as students experience a high level of success in this course.</p> <hr/> <p>05/17/2012 - No changes will be made to this SLO nor the evaluation methods as greater than 90% of students experience success in this course.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>remain the same as more than 90% of students experience success in this course.</p> <p>02/16/2016 - Greater than 90% of students passed the skills tests, the multiple choice exams, and the group scenario sessions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Students are doing as expected in this area. The EMS programs would like to add scenario based testing. The utilizing high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration.</p>	<p>05/17/2012 - Greater than 90% of students past the mastery of skills, the three multiple choice exams and the group scenario sessions.</p>
		<p>02/16/2016 - More than 90% of students pass all written tests at the 80% or higher level and all students participated in the goup scenario sessions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: This SLO will remain the same and the methods of instruction and evaluation shall remain the same as students experience a high level of success in this course with the current SLOs. The EMS programs would like to add scenario based testing. The utilizing high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration.</p>	<p>05/17/2012 - No change in this SLO or evaluation methods as students experience a high level of success in this course.</p>
		<p>02/16/2016 - Through the assessment method for this course, students demonstrated at the 80% or higher level that they have gained competency to assess life threatening conditions and give appropriate treatment.</p>	<p>04/24/2012 - The current action plan remains the same as this class is highly successful.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection:</p> <ol style="list-style-type: none"> 1. Creation, Critical and Analytical thinking 2. Community/Global consciousness and responsibility 	<p>04/24/2012 - The course is successful as currently designed, taught, and assessed. The same plan shall be used for the next quarter.</p> <hr/>
		<p>02/16/2016 - All students were individually assessed for required skills. All students received their CPR/AED certification and approximately 90% received all other certifications. Therefore the 90% of students passing at the 80% or higher level was realized for the 2012-2013 school year.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: Students continue to have a high success rate in this course. No changes at this time.</p> <p>GE/IL-SLO Reflection: Students continue to have a high success rate in this course. The EMS programs would like to add scenario based testing. The utilizing high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration.</p>	
		<p>01/07/2016 - More than 90% of students passed the three multiple choice exams and the skills check off of skill mastery, 100% of students participated in the group scenario sessions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>01/07/2016 - Our goal is to maintain a high standard of success and competency in knowledge and skills through the use of case based and hands on scenarios. Incorporating a career pathways for students wishing to go into EMT will have</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: Additional airway management equipment is needed.</p> <p>Resource Request: Additional airway management equipment is needed.</p> <p>GE/IL-SLO Reflection: We have incorporated a career pathways into our EMT programs. EMR students are being prepared to transition into the EMT. We utilize some of the same knowledge and skills to help students be better prepared. Because of the increase in student volume, additional equipment is needed to give students ample time for practice.</p>	<p>them better prepared.</p> <hr/> <p>12/07/2013 - No changes at this time.</p> <hr/> <p>12/07/2013 - No changes at this time.</p> <hr/> <p>05/17/2012 - No changes will be made to this SLO or to the methods of evaluation as more than 90% of students experience success in this course.</p> <hr/>
		<p>01/07/2016 - 90% of Students continue passing at the 80% level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Additional airway management equipment is needed.</p> <p>Resource Request: Additional airway management equipment is needed.</p> <p>GE/IL-SLO Reflection: We now incorporate a career pathways into EMT. EMR students are being prepared to transition into the EMT.</p>	<p>10/19/2014 - This will be updated when we have collected information from the re-design of the EMR Program. Our goal is to maintain a high standard of success and competency in knowledge and skills through the use of case based and hands on scenarios</p> <hr/> <p>12/07/2013 - We shall continue with individual skill testing, 3 multiple choice exams, and scenarios sessions.</p> <hr/> <p>12/07/2013 - We shall continue with individual skill testing, the multiple choice exams, and group scenarios sessions.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>Follow-Up: 12/07/2013 - 90% of student meet the goals.</p>
	<p>Assessment Method: Practice skills while instructor makes constructive correction.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 100% of students will participate during this lab and instructor will work with individual students who need feed back on their skills.</p>	<p>02/16/2016 - 100% of students participated in the skills practice sessions while the instructor gave feedback .</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: This SLO and assessment methods will remain the same as more than 90% of students experience success in this course. This will be updated when we have collected information from the re-design of the EMR Program. Our goal is to maintain a high standard of success and competency in knowledge and skills through the use of case based and hands on scenarios</p>	<p>05/17/2012 - No change in this SLO or evaluation methods as 100% of students participated and received feedback from the instructor.</p>
	<p>Assessment Method: All students will complete three standardized tests.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 90% of students will receive a grade of B or higher in order to pass and receive certificates.</p>	<p>02/16/2016 - 90% of students continue to pass at the 80% level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: This will be updated when we have collected information from the re-design of the EMR Program. Our goal is to maintain a high standard of success and competency in knowledge and skills through the use of case based and hands on scenarios</p>	<p>12/07/2013 - Students shall remain completing three standardized tests.</p>
Department - Health (HLTH) - HLTH 55 - EMERGENCY RESPONSE - SLO 2 - Application of knowledge - Upon successful completion of the course, the student will	<p>Assessment Method:</p> <ol style="list-style-type: none"> 1. Individual check off of skills. 2. Group check off of skills. 3. Group scenario participation. 	<p>02/16/2016 - Greater than 90% of students passed the skills check off testing and 100% participated in the group scenario sessions. Greater than 90% of students received their certificates.</p>	<p>12/07/2013 - We shall continue with individual skills check off, group check off, scenarios as 90% of</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>receive certificates in the following: Emergency Medical Response, CPR/AED for the Health Care Provider, blood-born pathogens/disease prevention, oxygen administration, epi-pen auto injector use, and asthma inhaler administration. (Created By Department - Health (HLTH))</p> <p>Start Date: 12/07/2013</p> <p>End Date: 12/06/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Score all testing at the 80% level in order to receive certificates in emergency medical response, CPR/AED for the Healthcare Professional and health care provider, blood-born pathogens/disease prevention, oxygen, epi-pen auto injector, and asthma inhaler.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: No changes shall be made to this SLO or the evaluation methods as students experience a high level of success in this course. The EMS programs would like to add scenario based testing. The utilizing high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration.</p>	<p>students are passing at the 80% level.</p> <hr/> <p>05/17/2012 - No changes to this SLO or evaluation methods as students experience a high level of success in this course.</p> <hr/>
		<p>02/16/2016 - 100% of students passed the individual skills check off, the group skills check off, and participated in the group scenario sessions. At least 80% of students received all certificates for the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Additonal manikins for training</p> <p>GE/IL-SLO Reflection: At least 80% of students met the target goals, The EMS programs would like to add scenario based testing. The utilizing high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration.</p>	<p>05/17/2012 - No changes shall be mde to this SLO or evaluation methods as greater than 90% of students experience success in this course.</p> <hr/>
		<p>02/16/2016 - More than 90% of students scored 80% or higher on their individual skill performance during the individual check off of skills, the goup check off of skills, and in the group scenario participation</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>05/17/2012 - No changes shall be made to this SLO or evaluation methods as greater than 90% of students experience success in this course.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: This SLO shall remain the same, as well as the assessment methods, as students experience a high level of success in this course and greater than 90% of students receive all certificates. The EMS programs would like to add scenario based testing. The utilizing high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration.</p>	
	<p>Assessment Method: Each student will be individually tested by performing the skills taught in class.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 90% of students shall pass by performing each skill at the 80% or higher performance level.</p>	<p>02/16/2016 - Greater than 90% of students passed their skills presentation at the 80% or greater level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Additional manikins needed</p> <p>GE/IL-SLO Reflection: The EMS programs would like to add scenario based testing. The utilizing high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration.</p>	<p>05/17/2012 - No changes shall be made to this SLO or evaluation methods as greater than 90% of students experience success in this course.</p> <hr/>
		<p>02/16/2016 - We shall continue with individual performance testing as 90% of students are passing at the 90% level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Additional manikins</p> <p>GE/IL-SLO Reflection: The EMS programs would like to add scenario based testing. The utilizing high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration.</p>	<p>12/07/2013 - We shall continue with the same criteria for testing and teaching methods, as 90% of students are passing at the 80% level.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method:</p> <ol style="list-style-type: none"> 1. Three written exams 2. Individual evaluation by proctor to check off required skills. 3. Scenarios with instructor feedback. <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 90% of student shall demonstrated skills at the 80% or higher level and pass all written tests at the 80% or higher level and received all certifications listed in the course-level SLO.</p>	<p>02/16/2016 - This SLO is being met successfully by 90% of the students who pass all testing at the 80% level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: The EMS programs would like to add scenario based testing. The utilizing high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration.</p>	

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
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>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 a appropriate assessment and treatment plan based on the history and physical information collected from a simulated patient 100% of the time.</p>	<p>01/07/2016 - For the Summer Quarter 2015 we had 98% of the students pass. Students need more assessment and treatment plan development</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment o</p>	<p>01/22/2012 - The program seems to be meeting the needs of the students.</p>
Department - Emergency Medical Technician (EMT) - EMT 303 - EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION - SLO #2 CPR Skills - Demonstrate skills required	<p>Assessment Method: Skills demonstration and testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Active</p>	<p>GEL-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>01/07/2016 - We had a 100% pass rate for the Summer 2015 Quarter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>
Department - Emergency Medical Technician (EMT) - EMT 303 - EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION - SLO #2 CPR Skills - Demonstrate skills required			<p>01/22/2012 - The program seems to be meeting the needs of the students.</p>

Course-Level SLOs		Assessment Findings/Reflections	Action Plan & Follow-Up
to receive refresher in American Heart Association Health Provider CPR with 86% pass rate. (Created By Department - Emergency Medical Technician (EMT))	Pass all skills in adult, child and infant CPR and FEAQ, passing score is 80% Using an evaluation rubric.	<p>2014-2015</p> <p>Resource Request: We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment o</p> <p>GEL-SLO Reflection: We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program to meet NREMT standards</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 SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		standards	
<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 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>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>Target for Success: Student will pass the final exam with an 75% and pass all skills with 80% using an rubric evaluation.</p> <p>Students should be able to identify and treat patient conditions appropriately 75% of time</p> <p>Year This Assessment Occurred: 2014-2015</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>GEL-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>01/07/2016 - We had a 95% pass rate for the 2014 -2015 year.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</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>01/07/2016 - We had 98% pass rate for the 2014- 2015 year on academic performance. We have identified a weakness with formulating an appropriate assessment and treatment plan.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: High fidelity manikins to reinforce student learning outcomes through simulation</p> <p>GEL-SLO Reflection: Supplemental instruction for skills seems to be improving skills testing results. We are</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>seeing students struggling with formulating an accurate treatment plan utilizing simulated patients information collected. More work is needed to help students develop critical thinking skills. The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program to meet NREMT standards</p>	
	<p>Department - Emergency Medical Technician (EMT) - EMT 305 - EMERGENCY MEDICAL TECHNICIAN: BASIC PART B - SLO #2 Patients with 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>Assessment Method: Skills testing and final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: Pass all skills with an 80% and achieve an 80% on the final exam.</p>	<p>Course-Level SLO Status: Active</p>

Unit Course Assessment Report - Four Column

Foothill College Department - Paramedic Program (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 - Paramedic Program (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 - Paramedic Program (EMTP))			
Department - Paramedic Program (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 - Paramedic Program (EMTP))			
Department - Paramedic Program (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 discusses and apply knowledge utilizing case based learning (Created By Department - Paramedic Program (EMTP))	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: Student must achieve an 80% on the written exam	01/07/2016 - We had an overall 90% pass rate for Winter 2015 Quarter. Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: The purchase of current videos that are related to the subjects being lectured on. The ongoing funding is needed to maintain the validated testing system we are currently using. Accreditation requires that do not utilize publisher test banks. 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
		<p>Students were utilizing textbook resources, which we did not see an increase in test scores that were acceptable. We have incorporated an online validated test format that will help students prepare for quizzes and major exams through the use of study materials, and Learning Subscription plans, which will help students prepare for upcoming exams. We have also incorporated classroom clickers which engage students and give the instructor instant feedback as to how well students are comprehending the information being delivered. Additional supplemental instruction is being utilized to strengthen student knowledge. needed to develop programs that will help improve student success</p>	
<p>Department - Paramedic Program (EMTP) - EMTP 60A - MOBILE INTENSIVE CARE</p> <p>PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA - SLO #2 Respiratory Emergencies - Students will identify common respiratory emergencies and learn appropriate treatments (Created By Department - Paramedic Program (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>01/07/2016 - We had an overall 90% pass rate for Winter 2015 Quarter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: The purchase of current videos that are related to the subjects being lectured on. The ongoing funding is needed to maintain the validated testing system we are currently using. Accreditation requires that do not utilize publisher test banks.</p> <p>GE/IL-SLO Reflection: Students were utilizing textbook resources, which we did not see an increase in test scores that were acceptable. We have incorporated an online validated test format that will help students prepare for quizzes and major exams through the use of study materials, and Learning Subscription plans,</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 encouraged students to use other resources to improve test scores and didactical understanding the program needs to develop resources, such as a test generator to produce validated questions that will meet accreditation standards. Incorporate supplemental instruction.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>which will help students prepare for upcoming exams. We have also incorporated classroom clickers which engage students and give the instructor instant feedback as to how well students are comprehending the information being delivered. Additional supplemental instruction is being utilized to strengthen student knowledge. needed to develop programs that will help improve student success</p>	
<p>Department - Paramedic Program (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE</p> <p>PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB - SLO #1 Cardiac Assessments - Student will learn and demonstrate appropriate assessments and ECG monitoring. Students should be able to discuss and apply appropriate treatment for specific EKG rhythms. (Created By Department - Paramedic Program (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 skills exam using a rubric evaluation tool.</p>	<p>01/07/2016 - We had an 90% pass rate for the Winter 2015 Quarter. It has been determined that there's a need to improve patient assessment skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: The purchase of high fidelity manikins, adult, child, infant and pregnant mom 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 would create real patient situations that would help students reinforce fundamental knowledge and skills. NREMT is requiring that all students complete the program with a summative scenario. The use of high fidelity manikins are needed for students to practice their skills competency and demonstrate their critical thinking differential diagnosis patient assessment knowledge.</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>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 - Paramedic Program (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE</p> <p>PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB - SLO #2 Assessment Respiratory Emergencies - Student will learn appropriate assessments of various respiratory emergencies (Created By Department - Paramedic Program (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>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>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</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: 10/11/2014 - More information will be gathered as we redevelop the program to better serve our students.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		and skills for higher success rates	
<p>Department - Paramedic Program (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 - Paramedic Program (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>01/07/2016 - Student demonstrated a level of understanding with achieving an 85.5% or higher on quizzes and test during Spring Quarter 2015. 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: 2014-2015</p> <p>Resource Request: The purchase of current videos that are related to the subjects being lectured on. The ongoing funAdditional 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 were utilizing textbook resources, which we did not see an increase in test scores that were acceptable. We have incorporated an online validated test format that will help students prepare for quizzes and major exams through the use of study materials, and Learning Subscription plans, which will help students prepare for upcoming exams. We have also incorporated classroom clickers which engage students and give the instructor instant feedback as to how well students are comprehending the information being delivered. Additional supplemental instruction is being utilized to strengthen student knowledge. 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>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 - Paramedic Program (EMTP) - EMTP 61A - MOBILE INTENSIVE CARE</p> <p>PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA - SLO #2 Multisystem Trauma - Student will learn how trauma affects the body systems and how to treat appropriately. (Created By Department - Paramedic Program (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>01/07/2016 - 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</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. We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The</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>use of high fidelity manikins use would create real patient situations that would help students reinforce fundamental knowledge and skills. NREMT is requiring that all students complete the program with a summative scenario. The use of high fidelity manikins are needed for students to practice their skills competency and demonstrate their critical thinking differential diagnosis patient assessment knowledge.</p>	
<p>Department - Paramedic Program (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 - Paramedic Program (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>Department - Paramedic Program (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>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>01/07/2016 - 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>Result: Improvement is needed in this area.</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</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>based scenarios. (Created By Department - Paramedic Program (EMTP))</p> <p>Course-Level SLO Status: Active</p>		<p>Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program 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. 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 fundamental knowledge and skills. NREMT is requiring that all students complete the program with a summative scenario. The use of high fidelity manikins are needed for students to practice their skills competency and demonstrate their critical thinking differential diagnosis patient assessment knowledge.</p>	<p>success rates. The purchase of validated test generator that met accreditation standards would provide a consistent method of testing student knowledge.</p>
<p>Department - Paramedic Program (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 - Paramedic</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (EMTP))</p> <p>Course-Level SLO Status: Active</p> <p>Department - Paramedic Program (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 - Paramedic Program (EMTP))</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>01/07/2016 - 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</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: The purchase of current videos that are related to the subjects being lectured on. The ongoing funding is needed to maintain the validated testing system we are currently using. Accreditation requires that do not utilize publisher test banks.</p> <p>GE/IL-SLO Reflection: Students were utilizing textbook resources, which we did not see an increase in test scores that were acceptable. We have incorporated an online validated test format that will help students prepare for quizzes and major exams through the use of study materials, and Learning Subscription plans, which will help students prepare for upcoming exams. We have also incorporated classroom clickers which engage students and give the instructor instant feedback as to how well students are comprehending the information being delivered. Additional supplemental instruction is being utilized to strengthen student knowledge. needed to develop</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> <p>Follow-Up: 10/11/2014 - Utilizing the day care center on the campus has helped to reinforce information from the didactic portion of the student learning. The students have had the opportunity to be involved with children of various age groups and learn about physical and learning processes.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		programs that will help improve student success.	
<p>Department - Paramedic Program (EMTP) - EMTP 62B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB - SLO #1 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 differentiate skills to determine appropriate treatment during case based and simulated patient hands on scenarios. (Created By Department - Paramedic Program (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>01/07/2016 - 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: 2014-2015</p> <p>Resource Request: The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program 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. 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 fundamental knowledge and skills. NREMT is requiring that all students complete the program with a summative scenario. The use of high fidelity manikins are needed for students to practice their skills competency and demonstrate their critical thinking differential</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
		diagnosis patient assessment knowledge.	
Department - Paramedic Program (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 - Paramedic Program (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 - Paramedic Program (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 areas 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 - Paramedic Program (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>01/07/2016 - 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: 2014-2015</p> <p>Resource Request: Additional money for cadaver airway training for both cohorts</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. The use of high fidelity manikins use would create real patient situations that would help students reinforce fundamental knowledge and skills. NREMT is requiring that all students complete the program with a summative scenario. The use of high fidelity manikins are needed for students to practice their</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>skills competency and demonstrate their critical thinking differential diagnosis patient assessment knowledge.</p> <p>01/07/2016 - 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: 2014-2015</p> <p>Resource Request: The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program to meet NREMT standards</p> <p>GE/IL-SLO Reflection: Additional time schedule at the Stanford cadaver lab. We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program to meet NREMT standards.</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 - Paramedic Program (EMTP) - EMTP 63A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL SPECIALTY ROTATIONS - SLO #2 Specialty Rotation 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 - Paramedic Program (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:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Paramedic Program (EMTP) - EMTP 63B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY DEPARTMENT ROTATIONS - SLO #1 Emergency Department Rotation - Students will spend time in the emergency department under the supervision of a preceptor while they assess patients and administer 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 - Paramedic Program (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 - Paramedic Program (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 - Paramedic Program (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>01/07/2016 - Students are getting patient contacts which is helping them with patient assessments and treatment modalities. Our 2015 group of students will be split so part will start their ED clinical rotation in the spring the second half will start theirs in the summer. This will afford us the ability to place students sooner and evaluate them in more detail. 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>Result: Target Met</p> <p>Year This Assessment Occurred:</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>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2014-2015</p> <p>Resource Request: The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program 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 will help detect weakness prior to going to the field setting. We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program to meet NREMT standards</p>	
<p>Department - Paramedic Program (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 - Paramedic Program (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>01/07/2016 - We had a 80% placement rate for the Winter 2015 Quarter. This is due the fact that we have done better networking with our sponsoring agencies and have improved relationships. Currently students are passing their internships with a minimum of 90%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</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</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>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>communications with Stakeholders. Students being required to place their name on three list of field internship sites. This assure them that they will get into an internship spot sooner. We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program to meet NREMT standards. Once students complete their field training they will return to the classroom in preparation for their summative scenario evaluation.</p>	
<p>Department - Paramedic Program (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 an licensed paramedic. (Created By Department - Paramedic Program (EMTP))</p>	<p>Assessment Method: Exams and skills testing Assessment Method Type: Presentation/Performance 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>Course-Level SLO Status: Active</p> <p>Department - Paramedic Program (EMTP) - EMTP 64B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #1 Field Internship Pateint Management - Student will demonstrate to the preceptor their ability to assess and treat patients with respiratory emergencies. (Created By Department - Paramedic Program (EMTP))</p>	<p>Assessment Method: Skills and written testing Assessment Method Type: Presentation/Performance Target for Success: Student must achieve an 80% on the written and 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>Course-Level SLO Status: Active</p> <p>Department - Paramedic Program (EMTP) - EMTP 64B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #2 Field Internship Phase Treatment Assessment - Student will demonstrate their ability to understand that the required medication within their scope of practice. (Created By Department - Paramedic Program (EMTP))</p> <p>Course-Level SLO Status: Active</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>01/07/2016 - We had a 80% placement rate for the Winter 2015 Quarter. This is due the fact that we have done better networking with our sponsoring agencies and have improved relationships. Currently students are passing their internships with a minimum of 90%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</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 three list of field internship sites. This assure them that they will get into an internship spot sooner. We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program to meet NREMT standards. Once students complete their field training they will return to the classroom in preparation for their summative scenario evaluation.</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 Technicians-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.	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 from other programs.	02/08/2016 - 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. Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Additional high fidelity mannikins for scenario based learning	02/08/2016 - 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.
SLO Status: Active	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.		
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,	Assessment Method: National Registry written and skills assessment National Registry written and skills assessment.		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>NREMT and the national EMS Education Standards.</p> <p>SLO Status: Active</p>	<p>Program summative knowledge and skills 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</p> <p>Passing score of 80% for the program</p>	<p>Program (BHS-EMTP) - Paramedic AS/CA - Program (BHS-EMTP) - Paramedic AS/CA - 3 - NREMT requires all students to pass the program with a summative evaluation.</p> <p>Students will demonstrate their knowledge and skills competency through the use of high fidelity simulation. The program's Medical Director will be involved in the process to meet State and National requirements.</p> <p>SLO Status: Active</p>	