

## 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.*

**Program/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
Tracy Villanueva	EMS	Primary Instructor
Nanette Solvason	BHS	Dean of Biology and Health Science

**Number of Full Time Faculty:**

2

**Number of Part Time Faculty:**

25

**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.

## SECTION 1: PROGRAM REFLECTION

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

We have determined that we have no achievement gap in the paramedic program with our success rates for targeted students at 92% compared to 95% for non-target populations.

Our Paramedic students pass their National Registry exam at 100% and continue to perform very strongly in every sub-test on the exam. In addition, each student has participated in 15-20 hours of community service during the course of their 9 month didactic training. Furthermore, out of 720 hours allowable to complete the field internship, our students meet or exceed field competencies in only 500-600 hours.

Most importantly, survey of students 6 months post graduation show that job placement for last years graduating class in the EMS field was at 100%.

For our EMT program, the pass rates for their National Registry exam increased from 84% from 2014-15 to 89% in 2015-26. This is in comparison to a 68% rate pass when looking at the national level.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

Feedback from our Dean in the last program review suggested implementation of Supplemental Instruction for EMT students to increase student success. This year, we have strongly encouraged EMT students to participate in SI and all students put in 8 hours of SI per week. As mentioned above, the pass rates on the EMT licensure exam has increased 5% which we believe is a result of the additional SI.

However, not all students sit for their National Registry exam.

Even with the increased SI we continue to see an achievement gap in the the EMT (Emergency Medical Technician) program, with the success of targeted students reported at 79% compared 92% in the non-targeted population. Despite this achievement gap for EMT students, the success rates of the targeted and non-targeted EMT students are 6% and 9% higher than the college reported values.

In 2012:2013 year there was no achievement gap in the EMT program (both at 94%). Each year, thereafter, the success rates for our targeted students have dropped to about 80% while the success rates for the non-targeted groups averaged around 90% or higher.

Beginning in 2014-2015, two of our strongest and most competent and equity minded part time instructors have taught the EMR and EMT classes, yet we continue to see the disparity in achievement. Anecdotally, the instructors report that the EMT students appear less prepared in general. Upon careful analysis of the demographics there is an inverse correlation between the proportion of high school students in the EMT programs and the success rates of the EMT students. In 2012:13, 48% of students were high school students. This increased each year there after to at least 60% or higher. Therefore as the proportion of students with only a high school degree has increased, the success rates of the target populations have concurrently declined. We will request IR to do more detailed analysis of the targeted students to determine if they represent the students with only high school diplomas. If this is the case, strategies will need to be implemented to provide better support to this younger population.

Additional suggestions from the dean were to increase efforts to recruit underrepresented minorities.

Targeted outreach in local high schools, MetroEd, and other venues has resulted in a steady yearly increase in the proportion of Latino/a students in the paramedic program from 15% to 19% to 20% to 22% from 2012:13 to present. The EMT program similarly enjoys a high proportion of Latino/a students of almost 30% every year

The paramedic program has several other areas that need attention. Clinical and field internship sites are in a constant flux. With the addition of a second paramedic cohort that begins every spring (in addition to the cohort that starts in fall) there is a greater need to be proactive with scheduling our students for clinical /field partners. This requires significant time investment in building relationships with local hospital affiliates and our local ambulance companies.

Currently the program director has the responsibility of getting 60 students scheduled during a school year (30 per cohort). The findings of the Accreditation site visit that took place last year discussed the need to have clerical support to assist with program administrative duties to maintain program continuity. We need additional full time faculty to help with these clinical placements and function as an externship coordinator.

The externship coordinator would have the following responsibilities (1) assure the program is meeting Title 22 of the State EMSA. (Title 22 governs that students will be placed in their clinical phase within 30 days after completing their didactic education, and 90 days after they complete their clinical phase)(2) coordination of contracts (3)meet with affiliates , (4)managing all aspects of paperwork including background checks, immunization records. (5) visit current externship sites and meet with facility coordinators for program needs, (6) coordinate schedule. In addition, the externship coordinator would also be responsible for notifying students of clearance and needed preparation for that site. The coordinator would also be responsible for assuring that students have completed required health, drug panels, and immunization requirements for the program, and to perform mandatory fit testing for students.

Our program is working on two new courses. We haven't had the resources to fully develop two courses, EMTP 200, and EMT 309. EMTP 200 will be a course that will improve the perspective pool of students applying to the paramedic program. The course will become a requirement to apply in addition to the other requirements. Over the last 3 years I have noticed that the applicants that come into the program have several areas of weakness, such as basic math skills for pharmacology, patient assessments and critical thinking skills, basic EKG's and professionalism, and their role in the healthcare system. Our program is required to use a lottery system to pick interested applicants, the pool does not always have the most qualified. EMTP 200 would be a prerequisite for students wanting to apply to the paramedic program. The purpose of the EMTP 200 is to prepare the applicants to be more successful in the paramedic training once they enter the program. The course would be offered several times a year prior to the application period for paramedics.

The second course, EMT 309 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.

The program continues to work towards getting a simulation center. Simulation is the gold standard for testing EMT and paramedic students. The National Registry (NREMT) is requiring Case Based Scenario testing for all students that will exit the paramedic program. The NREMT will require this of EMT program in the near future. In addition, healthcare professionals are needing a venue where they can improve, or develop safe practices in patient care. The healthcare profession requires continuing education, the simulation center would provide that ability to students and professionals. The center would be a regional center. The simulation center needs to have a diversity of manikins and environments. We will need several high fidelity manikins, the ability to record, change patient situations and provide a means for a debriefing. We need specialized AV equipment to record, manage the manikins to create a real life experience, whether it's a hospital, or prehospital setting. In order to provide a change in environment we need various props to change a room, or area to be hospital, bedroom, bathroom, etc.

Due to mandates by the State EMSA and Accreditation our EMT and paramedic programs are required to have a student to instructor ratio. EMT is required to have a 1:10 ratio, with paramedics having a 1:6. We accept 2 cohorts of 30 each year. Last year we made the groups smaller, (1:5) to provide more time for students to practice skills. Our goal was to see if skills, and knowledge demonstrated in the labs would improve. We did not see any increase in this area. As a result we will be going back to a 1:6 ratio. With the additional Supplemental Instruction students will have additional time to master their skills and knowledge.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Students utilize FSDAP record management system which tracks externship hours, patient contacts and student evaluations. Per accreditation standards, students are required to meet multiple terminal competencies during their training. Tracking students acquisition thru FSDAP is an effective method to track student progress.

Prior to being employed as a paramedic, our students must pass their NREMT test, a national licensure exam. Pass rates on this exam are closely monitored by the program director and all have passed for the last 3 years.

Most importantly is the employment rates. Last years class, surveyed within 6 months after graduation demonstrated that 100% of the paramedic students were employed in the EMS field.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:

*“Create a culture of equity that promotes student success, particularly for underserved students.”*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

As described, we have no achievement gap in our paramedic program. We believe that part of this stems from the close knit learning community that is built from the very beginning of their training. Students come in as a cohort and are placed into squads and work together throughout their 9 months of didactic coursework. Each student has a leadership role and are part of student governance structure that interacts with faculty through a chain of command. Student success is evaluated in three areas, affective, cognitive, and psychomotor. Student learn to work together and solve issues and are given regular and targeted feedback as to their performance. This has proven to be successful as seen in the 2015:2016 data 92% targeted and 95% non-targeted groups.

We continue to focus on diversifying the paramedic program. We have increased the proportion of women in the program from 11% in 2014-15 to 17% in 2015-16. The proportion of latino/a students have steadily increased since 2012-13 to 22% in 2015-16. Despite these successes, we continue to have very low proportions of African American student in our Paramedic program.

As the admission process is a pure lottery system, the program demographics reflects the applicant pool. Therefore to diversify the program we must diversify the applicant pool. To this end, our division is proposing a new Middle College for 21st Century Jobs which will target African American students and prepare them for the academic rigors of college while exposing them to the breadth of health career programs at Foothill College. It is our hope that this effort will result in a diversified applicant pool in the years to come.

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
1. Student population will reflect the demographics of the general local population		
2. Faculty will properly evaluate students in all domains as well as complying with CAAHEP accreditation standards relating to student evaluations		
3. Faculty will demonstrate high inter rater reliability on all aspects of NREMT case based scenario exams		
4. EMS program will establish contracts with new clinical affiliates/ambulance company partners.		
5. EMS program will increase the number of placements for students in clinic and externships		
6. EMS program will increase pool of preceptors and provide professional development to all instructors		
7. Provide adequate support and cohesive learning environment for EMS program which includes EMR (Health 55), EMT and Paramedic program		
8. Provide state of the art learning environments including scenario based learning in setting of simulation suite		

**2B. 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.

## ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Additional Release Time for program director (requested in SWP proposal)	approximately \$25,000	3,4,5,6				
New FT faculty (EMT/EMR)	approximately \$80,000 plus benefits	7				
Simulation Room build out (requested from recent SWP proposal as regional submission) FT clinical placement liason, wrapping of ambulances	\$400,000	4,5,6,8				
Cadavar labs at Stanford (2 per year) \$5000 X2	\$10000	2,8				
Funding to Host EMS instructor I and II training (Perkins)	\$20000	6				
Non-instructional salary	\$20000	6				
Professional Development	\$10000	6				


**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

There are many duties the EMS program director must manage such as overseeing a large EMS program, which include two cohorts of EMR classes, two to three cohorts of EMT each quarter, and two cohorts of paramedics each year. There are roughly 80 to 100 students on his supervision. Additionally, the director secures externship contracts, assist with placement of EMT and paramedic student in their clinical and field phases of their training. Organize the advisory board meeting and secure members for the board, maintain program compliance with CoAEMSP accreditation, and NREMT standards, oversee TracDat, write the program review document, course curriculum editing, hazmat compliance, hazmat disposal, oversee incoming students and required paperwork, student counseling (conferences, warnings, probation and dismissal), scheduling of part-time and full-time faculty with quarterly course offerings, organize and attend community service activities (required by accreditation), attend county EMS meetings, organize guest speakers for student seminars, keeping track of budget from several accounts, order and submit payment for supplies and equipment, requesting one-time lottery, Perkins, and minigrant money, holding program preview events, coordinating website postings, coordinating licensure applications and verifying graduation, coordinate graduation ceremonies, organizing and distributing quarterly, graduate and post-graduate surveys, organizing and distributing accreditation survey to students for required Commission on EMS Annual Survey, ordering and distribution of equipment, maintenance of equipment, tracking and scanning of student competency documents, maintaining faculty credentialing binder, maintaining outcomes assessment binder for accreditation, request new student learning resources, student licensure documentation, grading e-portfolio contents and overseeing e-portfolio process, conduct regular staff meetings, attend phone and in person meetings with California Program Director meetings and other duties not listed.

### SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

**3A. Attach 2015-2016 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.

**3B. Attach 2015-2016 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 4: FEEDBACK AND FOLLOW-UP

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

**4A. Strengths and successes of the program as evidenced by the data and analysis:**



This program has continued to grow and provide excellent EMS training even as they have grown to include a second cohort of 30 paramedic students. The program has two remotes sites, offering EMT classes at Santa Clara University and MetroEd. The department has taken over the Health55 class and updated it to be more of a “pre-EMT” program which has increased its utility as a prerequisite for the EMT courses.

The Paramedic program has 100% pass rates on national exams and at 6 months post graduation, 100% of graduates were employed in an EMS related field. There are no achievement gaps in the paramedic program.

**4B. Areas of concern, if any:**

My biggest concern is that this program continues to be understaffed. With only 2 full time faculty, they utilize 25 part time faculty to offer the EMR, EMT and Paramedic curriculum. This is very difficult to manage and leads to a lack of cohesiveness in the classroom. Largely the EMS part time faculty are employed as EMS professionals and their schedules are difficult to predict making scheduling classes a challenge. Especially in the paramedic program where there must be a 6:1 ration of student to teacher when students are learning their skills, we regularly struggle to adequately staff these classes with experienced faculty

**4C. Recommendations for improvement:**

The program director is encouraged to continue all outreach efforts to diversify the program. Programatically, a third full time faculty is required to provide adequate coverage and cohesion within the EMS program.

**4D. Recommended Next Steps:**

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

*Upon completion of Section 4, 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 - Emergency Medical Technician (EMT)

**Mission Statement:** To prepare students as entry-level First Responders competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) domains. Successful students are prepared for employment as Emergency Medical Technicians (EMT) with 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 are qualified to take the National Registry test and apply for California State EMT certification.

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))  <b>Course-Level SLO Status:</b> Inactive	<b>Assessment Method:</b> Skills testing, comprehensive based scenario, and final exam <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 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.	12/16/2016 - For the Fall Quarter 2016 we had 98% of the students pass. Students need more assessment and treatment plan development <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> 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 <b>GEIL-SLO Reflection:</b> 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.	01/04/2017 - The program seems to be meeting the needs of the students. We are improving the recertification program so students have the ability to maintain their NREMT certification in addition to their state certification.
Department - Emergency Medical Technician (EMT) - EMT 303 - EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION - SLO #2 CPR Skills - Demonstrate skills required to receive refresher in American Heart	<b>Assessment Method:</b> Skills demonstration and testing <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Pass all skills in adult, child and infant CPR	12/16/2016 - We had a 100% pass rate for the Fall 2016 Quarter. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	01/22/2012 - The program seems to be meeting the needs of the students. <b>Follow-Up:</b>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Association Health Provider CPR with 86% pass rate. (Created By Department - Emergency Medical Technician (EMT))	and FBAO, passing score is 80%. Using an evaluation rubric.	<p><b>Resource Request:</b> 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><b>GE/IL-SLO Reflection:</b> 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><b>Follow-Up:</b> 01/04/2017 - We are seeing an improvement with didactic information, but we need to improve student performance with utilizing case based learning. The use of high fidelity manikins will improve student knowledge and reduce skill performance decline.</p>
<p><b>Course-Level SLO Status:</b> Inactive</p>			
<p>Department - Emergency Medical Technician (EMT) - EMT 304 - EMERGENCY MEDICAL TECHNICIAN: BASIC PART A - SLO #1 Patient Assessment - Student will identify signs and symptoms which indicate disruption of normal bodily processes of an emergent nature. (Created By Department - Emergency Medical Technician (EMT))</p> <p><b>Course-Level SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> Skills testing and final examination.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Student will pass the final exam with an 75% and pass all skills with 80% using an rubric evaluation.</p>	<p>01/04/2017 - We had a 95% pass rate for the 2015 -2016 year.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> High fidelity manikins, equip donated ambulances to enhance student learning for prehospital setting and reinforce student competence and confidence through simulation</p> <p><b>GE/IL-SLO Reflection:</b> Utilizing supplemental instruction seems to be helping students learn and reinforce skills. 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,</p>	<p>01/04/2017 - We are hoping to get the simulation center running to incorporate additional case based scenarios that will remove the instructor from the room. We have seen this to be deterrent to student confidence. We will also include video taping of the scenarios, which will provide better feedback to students, aligning us to meet current National Registry requirements. Incorporating ambulances into the student learning process.</p> <p><b>Follow-Up:</b> 01/06/2017 - We are seeing more students success when they utilize the textbook's resources, and with utilizing supplemental</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Emergency Medical Technician (EMT) - EMT 304 - EMERGENCY MEDICAL TECHNICIAN: BASIC PART A - SLO #2 Patient Assessment and Treatment Plan</p> <p>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><b>Course-Level SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> Final exam and skills test. Students will be assessed through the use of simulated patients</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 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>01/04/2017 - We had a 95% pass rate for the 2015-2016 year.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> High fidelity manikins, equip donated ambulances to enhance student learning for prehospital setting and reinforce student competence and confidence through simulation</p> <p><b>GE/IL-SLO Reflection:</b> We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. We are hoping to get the simulation center running to incorporate additional case based scenarios that will remove the instructor from the room. We have seen this to be deterrent to student confidence. We will also include video taping of the scenarios, which will provide better feedback to students, aligning us to meet current National Registry requirements. Incorporating ambulances into the student learning process.</p>	<p><b>Follow-Up:</b> instruction.</p> <hr/> <p>01/04/2017 - Encourage students to use the online resources, i.e. test preparation, auto book etc. associated with required text.</p> <p><b>Follow-Up:</b> 01/04/2017 - We are seeing more students success when they utilize the textbook's resources, and with utilizing supplemental instruction.</p> <hr/>
<p>Department - Emergency Medical Technician (EMT) - EMT 305 - EMERGENCY MEDICAL TECHNICIAN: BASIC PART B - SLO #1 Patient illness and</p>	<p><b>Assessment Method:</b> Final exam and skills testing. Students will be assessed on their critical thinking skills to develop a treatment plan utilizing history and</p>	<p>01/04/2017 - We had 98% pass rate for the 2015-2016 year on academic performance. We have identify a weakness with formulating an appropriate assessment and treatment plan.</p>	<p>01/04/2017 - Utilize high fidelity manikins and to equip the two donated ambulances to provide a</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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><b>Course-Level SLO Status:</b> Inactive</p>	<p>physical information collected from the simulated patient.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> High fidelity manikins and to equip the two donated ambulances to provide a prehospital setting where faculty can reinforce knowledge and skills through simulation to build confidence and competent EMT's</p>	<p><b>Follow-Up:</b> 01/06/2017 - We have seen improvement in student knowledge and skills. we are seeing some disconnect with didactic and lab, and incorporating the information learned. I believe as we move forward and get in alignment with NREMT requirements with evaluating students in a case based scenario format we should see an overall improvements.</p>
<p>Department - Emergency Medical Technician (EMT) - EMT 305 - EMERGENCY MEDICAL TECHNICIAN: BASIC PART B - SLO #2 Patient's 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><b>Course-Level SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> Skills testing and final exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Pass all skills with an 80% and achieve an 80% on the final exam.</p>	<p><b>Assessment Method:</b> Skills testing and final examination.</p> <p><b>Assessment Method Type:</b></p>	
<p>Department - Emergency Medical Technician (EMT) - EMT 50 - EMERGENCY MEDICAL TECHNICIAN: BASIC PART A -</p>		<p>01/04/2017 - Students performed well on all pre-hospital emergency skills and achieved an average score of 85% on written examinations.</p>	<p>01/04/2017 - We have added additional time to the program.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>SLO #1 Patient Assessment - Student will identify signs and symptoms which indicate disruption of normal bodily processes of an emergent nature. (Created By Department - Emergency Medical Technician (EMT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Exam - Course Test/Quiz <b>Target for Success:</b> Student will pass the final exam with an 75% and pass all skills with 80% using an rubric evaluation.</p>	<p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> High fidelity manikins, equip donated ambulances to simulate field environment <b>Resource Request:</b> <b>GE/IL-SLO Reflection:</b> <b>GE/IL-SLO Reflection:</b> We are hoping to get the simulation center running to incorporate additional case based scenarios that will remove the instructor from the room. We have seen this to be deterrent to student confidence. We will also include video taping of the scenarios, which will provide better feedback to students, aligning us to meet current National Registry requirements. Incorporating ambulances into the student learning process.</p>	<p>Getting the ambulances equipped to be similar to the field environment, and building simulated case based scenarios into the class time. We want to improve and evaluate the ability for students to demonstrate didactical and skills information in simulated real life situations.</p>
<p>Department - Emergency Medical Technician (EMT) - EMT 51 - EMERGENCY MEDICAL TECHNICIAN: BASIC PART B - SLO #2 Patient's 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Skills testing and final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Pass all skills with an 80% and achieve an 80% on the final exam.</p>	<p>12/18/2016 - Successful students scored above 80% on Respiratory and Cardiac skill scenarios. Students demonstrated their didactic knowledge on the quizzes and final exam. The average score was 85%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016</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 60A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA - SLOI #1 Cardiac Patient situations - Student will identify cardiac emergencies learn how to assess and appropriate treatments. Students will discuss and apply knowledge utilizing case based learning (Created By Department - Paramedic Program (EMTP))  <b>Start Date:</b> 04/01/2016 <b>End Date:</b> 06/23/2016 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Student must achieve an 80% on the written exam	12/27/2016 - We had an overall 90% pass rate for Spring 2016 Quarter. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> Purchase current equipment to enhance lectures, such as videos, interactive case based scenarios. Purchase equipment for simulation lab. <b>GEIL-SLO Reflection:</b> We have been incorporating an online validated test format, which we seen students being better prepared for testing. The use of a newer textbook has proven to valuable with helping students get prepared for quizzes and major exams through the use of better study materials, and Learning Subscription plans. We have also incorporated classroom evaluation through the use of mini quizzes incorporated into the powerpoint. This has engaged students into the material and gives the instructor instant feedback as to how well students are comprehending the information being delivered. Additional supplemental instruction is being utilize to strengthen student knowledge needed to develop programs that will help improve student success.	12/27/2016 - To encourage students to use the test preparation and other text book resources available to the students. Incorporate additional case based scenarios into lectures and labs.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Paramedic Program (EMTP) - EMT-P 60A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA - SLO #2 Respiratory Emergencies - Students will learn to identify common respiratory emergencies and the appropriate treatments. (Created By Department - Paramedic Program (EMTP)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 04/04/2016 <b>End Date:</b> 06/24/2016 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Student must achieve an 80% on the written exam	12/27/2016 - We had an overall 90% pass rate for Spring 2016 Quarter. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> 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. <b>GE/IL-SLO Reflection:</b> We have been incorporating an online validated test format, which we seen students being better prepared for testing. The use of a newer textbook has proven to valuable with helping students get prepared for quizzes and major exams through the use of better study materials, and Learning Subscription plans. We have also incorporated classroom evaluation through the use of mini quizzes incorporated into the powerpoint. This has engaged students into the material and gives the instructor instant feedback as to how well students are comprehending the information being delivered. Additional supplemental instruction is being utilize to strengthen student knowledge needed to develop programs that will help improve student success.	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. <b>Follow-Up:</b> 12/28/2016 - Although we have been encourage students to use other resources to improve test scores and didactical understanding the program needs develop resources, such as a test generator to produce validated questions that will meet accreditation standards. Incorporate supplemental instruction.
		12/27/2016 - 29 of 31 students scored 80% or higher on the final examination (93.6% of the class). <b>Result:</b> Target Met	12/27/2016 - We will continue to monitor the students progress. We need to pursue incorporating case based scenarios into the lectures more often, as have seen



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Paramedic Program (EMTP) - EMT-P 60B - MOBILE INTENSIVE CARE</p> <p>PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR &amp; AFFECTIVE IB - SLO</p> <p>#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><b>Assessment Method:</b> Final exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>	<p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Purchase current equipment to enhance lectures, such as videos, interactive case based scenarios. Purchase equipment for simulation lab.</p> <p><b>GE/IL-SLO Reflection:</b> We have been incorporating an online validated test format, which we seen students being better prepared for testing. The use of a newer textbook has proven to valuable with helping students get prepared for quizzes and major exams through the use of better study materials, and Learning Subscription plans. We have also incorporated classroom evaluation through the use of mini quizzes incorporated into the powerpoint. This has engaged students into the material and gives the instructor instant feedback as to how well students are comprehending the information being delivered. Additional supplemental instruction is being utilize to strengthen student knowledge needed to develop programs that will help improve student success.</p>	<p>improvement in their retention of material when it is used.</p>
		<p>12/27/2016 - We had an 90% pass rate for the Spring 2016 Quarter. It has been determined that there's a need to improve patient assessment skills.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> The purchase of high fidelity manikins,</p>	<p>12/27/2016 - 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. Incorporate additional case based scenarios into lectures and labs.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active		<p>adult, child, infant and pregnant mom to meet NREMT standards</p> <p><b>GE/IL-SLO Reflection:</b></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 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>	
Department - Paramedic Program (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB - SLO <b>#2 Assessment Respiratory Emergencies -</b> Student will learn appropriate assessments of various respiratory emergencies (Created By Department - Paramedic Program (EMTP))	<p><b>Assessment Method:</b></p> <p>Skills assessments and testing</p> <p><b>Assessment Method Type:</b></p> <p>Presentation/Performance</p> <p><b>Target for Success:</b></p> <p>Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>	<p>12/27/2016 - We had an 89% pass rate for the Spring 2016 Quarter. Additional program development is needed to improve evaluation process on skills and didactical knowledge, such as, case based learning tools.</p> <p><b>Result:</b></p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b></p> <p>2015-2016</p> <p><b>Resource Request:</b></p> <p>Purchase current equipment to enhance lectures, such as videos, interactive case based scenarios. Purchase equipment for simulation lab.</p> <p><b>GE/IL-SLO Reflection:</b></p> <p>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</p>	<p>12/27/2016 - 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. Incorporate additional case based scenarios into lectures and labs.</p> <p><b>Follow-Up:</b></p> <p>12/27/2016 - 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. Incorporate additional case based scenarios into lectures and labs.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Paramedic Program (EMTP) - EMTF 61A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE &amp; 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Final exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Student must achieve an 80% on the written exam</p>	<p>12/27/2016 - Student demonstrated a level of understanding with achieving an 85% or higher on quizzes and test during Summer 2016. Additional program development is needed to improve evaluation process on critical thinking skills and didactical knowledge, such as, case based learning tools.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> 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><b>GE/L-SLO Reflection:</b> 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 utilize to strengthen student knowledge. needed to develop programs that will help improve student</p>	<p>12/27/2016 - 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. Incorporate additional case based scenarios into lectures and labs.</p> <p><b>Follow-Up:</b> 01/04/2017 - We are hoping to get the simulation center running to incorporate additional case based scenarios that will remove the instructor from the room. We have seen this to be detrimental to student confidence. We will also include video taping of the scenarios, which will provide better feedback to students, aligning us to meet current National Registry requirements.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Paramedic Program (EMTP) - EMT-P 61A - MOBILE INTENSIVE CARE 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Final exam  <b>Assessment Method Type:</b> Exam - Course Test/Quiz  <b>Target for Success:</b> Student must achieve an 80% on the written exam	12/27/2016 - 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.  <b>Result:</b> Target Met  <b>Year This Assessment Occurred:</b> 2015-2016  <b>Resource Request:</b> Additional full time faculty to assist with course development. The purchase of high fidelity manikins to meet NREMT standards  <b>GEIL-SLO Reflection:</b> We have been incorporating an online validated test format, which we seen students being better prepared for testing. The use of a newer textbook has proven to valuable with helping students get prepared for quizzes and major exams through the use of better study materials, and Learning Subscription plans. We have also incorporated classroom evaluation through the use of mini quizzes incorporated into the powerpoint. This has engaged students into the material and gives the instructor instant feedback as to how well students are comprehending the information being delivered. Additional supplemental instruction is being utilize to strengthen student knowledge needed to develop programs that will help improve student success.	12/27/2016 - 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. Incorporate additional case based scenarios into lectures and labs.
	<b>Assessment Method:</b> Skills testing	12/28/2016 - Students demonstrated that more practice time will assist them to have a better	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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. (Created By Department - Paramedic Program (EMTP))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Student must achieve an 80% on the skills exam	<p>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. Improvement is needed in this area.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2015-2016</p> <p><b>Resource Request:</b>            The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program to meet NREMT standards</p> <p><b>GEIL-SLO Reflection:</b>            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>01/04/2017 - We are hoping to get the simulation center running to incorporate additional case based scenarios that will remove the instructor from the room. We have seen this to be deterrent to student confidence. We will also include video taping of the scenarios, which will provide better feedback to students, aligning us to meet current National Registry requirements.</p> <hr/> <p>12/27/2016 - We are seeing improvement in skills competency utilizing supplemental instruction. More work is needed to help students develop critical thinking skills. The use of high fidelity manikins use would create real patient situations that would help students reinforce foundational knowledge and skills for higher success rates. The purchase of validated test generator that met accreditation standards would provide a consistent method of testing student knowledge.</p> <hr/> <p><b>Follow-Up:</b>            01/04/2017 - We have seen some improvement in skills and knowledge as students incorporate these into scenarios. More information is needed is determine if this transfers over to their clinical and field phases of their training.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 Program (EMTP))	<b>Assessment Method:</b> Final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Student must achieve an 80% on the written exam	12/27/2016 - This class achieved an average score of 93% on the final exam. They were attentive and responded well to the hands-on exercises. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> Purchase current equipment to enhance lectures, such as videos, interactive case based scenarios. Purchase equipment for simulation lab. <b>GEIL-SLO Reflection:</b> We have been incorporating an online validated test format, which we seen students being better prepared for testing. The use of a newer textbook has proven to valuable with helping students get prepared for quizzes and major exams through the use of better study materials, and Learning Subscription plans. We have also incorporated classroom evaluation through the use of mini quizzes incorporated into the powerpoint. This has engaged students into the material and gives the instructor instant feedback as to how well students are comprehending the information being delivered. Additional supplemental instruction is being utilize to strengthen student knowledge needed to develop programs that will help improve student success.	12/27/2016 - 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. Incorporate additional case based scenarios into lectures and labs. <b>Follow-Up:</b> 01/04/2017 - We are hoping to get the simulation center running to incorporate additional case based scenarios that will remove the instructor from the room. We have seen this to be detrimental to student confidence. We will also include video taping of the scenarios, which will provide better feedback to students, aligning us to meet current National Registry requirements.
Department - Paramedic Program (EMTP) - EMTP 62A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIIA - SLO #2 Pediatric Patients	<b>Assessment Method:</b> Final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz	12/27/2016 - Students need to utilize study groups and other resources to be successful. Students averaged 85% on quizzes and test. Implementing	12/27/2016 - Encourage students to use the online resources, i.e. skills sheets etc. associated with required

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- 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><b>Target for Success:</b> Student must achieve an 80% on the written exam</p>	<p>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> 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><b>GE/L-SLO Reflection:</b> We have been incorporating an online validated test format, which we seen students being better prepared for testing. The use of a newer textbook has proven to valuable with helping students get prepared for quizzes and major exams through the use of better study materials, and Learning Subscription plans. We have also incorporated classroom evaluation through the use of mini quizzes incorporated into the powerpoint. This has engaged students into the material and gives the instructor instant feedback as to how well students are comprehending the information being delivered. Additional supplemental instruction is being utilize to strengthen student knowledge needed to develop programs that will help improve student success.</p>	<p>lab text. Encourage students to focus on required skills per the NREMT. Incorporate additional case based scenarios into lectures and labs.</p> <p><b>Follow-Up:</b> 01/04/2017 - Utilizing the day care center on the campus has helped to reinforce information form the didactic portion of the student learning. The students have have had the opportunity to be involved with children of various age groups and learn about physical and learning processes.</p> <p>01/04/2017 - We are seeing some improvements, we hoping to get the simulation center running to incorporate additional case based scenarios that will remove the instructor from the room. We have seen this to be detrimental to student confidence. We will also include video taping of the scenarios, which will provide better feedback to students, aligning us to meet current National Registry requirements.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Skills testing <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Student must achieve an 80% on the skills exam using a rubric evaluation tool.	12/27/2016 - 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.  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> Purchase current equipment to enhance lectures, such as videos, interactive case based scenarios. Purchase equipment for simulation lab.  <b>GE/IL-SLO Reflection:</b> We have been incorporating an online validated test format, which we seen students being better prepared for testing. The use of a newer textbook has proven to valuable with helping students get prepared for quizzes and major exams through the use of better study materials, and Learning Subscription plans. We have also incorporated classroom evaluation through the use of mini quizzes incorporated into the powerpoint. This has engaged students into the material and gives the instructor instant feedback as to how well students are comprehending the information being delivered. Additional supplemental instruction is being utilize to strengthen student knowledge needed to develop programs that will help improve student success.	12/27/2016 - 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. Incorporate additional case based scenarios into lectures and labs.  <b>Follow-Up:</b> 01/04/2017 - We have seen improvement with validated online testing. Incorporating supplemental instruction has seen improved student success. We will monitor program and NREMT test results to evaluate if there is a consistent trend.



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Paramedic Program (EMTP) - EMT-P 62B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE &amp; PSYCHOMOTOR IIIB - SLO #2 Environmental Emergencies II - Students will demonstrate appropriate assessment and treatment of pediatric patients impacted by various simulated environmental conditions. Successful students will be able to utilize the information learned through lecture and psychomotor sessions to assess the scene and determine appropriate treatment during case based and simulated patient hands-on scenarios. (Created By Department - Paramedic Program (EMTP))</p> <p><b>Start Date:</b> 04/01/2016</p> <p><b>End Date:</b> 06/23/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The students are assessed for didactic and psychomotor competency throughout the quarter. The quizzes reflect the material learned and applied in physical practice. The final exam summarizes competency in dealing with environmental emergencies.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Successful students will achieve at least 80% average on all their quizzes and 80% or higher on the final examination.</p>	<p>12/18/2016 - The class average across the five quizzes ranged from 84% to 96%. The final exam average was 116/125 or 93%. The class utilized the available training material well. There was broad consistency in scores which appears to show the present teaching method is effective. Will continue to look for techniques to clarify key points.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015 -2016</p> <p><b>GEIL-SLO Reflection:</b> We have seen improvement with validated online testing. Incorporating supplemental instruction has seen improved student success. We will monitor program and NREMT test results to evaluate if there is a consistent trend.</p>	<p>01/04/2017 - We are hoping to get the simulation center running to incorporate additional case based scenarios that will remove the instructor from the room. We have seen this to be detrimental to student confidence. We will also include video taping of the scenarios, which will provide better feedback to students, aligning us to meet current National Registry requirements.</p>
<p>Department - Paramedic Program (EMTP) - EMT-P 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</p>	<p><b>Assessment Method:</b> Hospital preceptors will assess students through observation and quizzes.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>	<p>06/30/2016 - Students struggle to get various patient contacts during this portion of the training. More OR time was needed for airway management. Students will meet minimum NREMT requirements while performing skills under supervision.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Additional money for cadaver airway training for both cohorts</p> <p><b>GEIL-SLO Reflection:</b></p>	<p>01/04/2017 - We are hoping to get the simulation center running to incorporate additional case based scenarios that will remove the instructor from the room. We have seen this to be detrimental to student confidence. We will also include video taping of the scenarios, which will provide better feedback to students, aligning us to meet current National Registry requirements.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Paramedic Program (EMTP)  <b>Course-Level SLO Status:</b> Active		<p>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 skills competency and demonstrate their critical thinking differential diagnosis patient assessment knowledge.</p>	
		<p>06/30/2016 - All students received a minimum if 80% and it was determined that students receiving extra OR time had improved intubation stats</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program to meet NREMT standards</p> <p><b>GEIL-SLO Reflection:</b> 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>01/04/2017 - 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. We are hoping to get the simulation center running to incorporate additional case based scenarios that will remove the instructor from the room. We have seen this to be deterrent to student confidence. We will also include video taping of the scenarios, which will provide better feedback to students, aligning us to meet current National Registry requirements.</p> <p><b>Follow-Up:</b> 01/04/2017 - It has been determine that students need more airway management practice on live and/or cadaver patients. Thus far this has not</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Paramedic Program (EMTP) - EMT-P 63B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY DEPARTMENT ROTATIONS - SLO #2 Emergency Department Assessments Rotation - 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))	<b>Assessment Method:</b> Skills testing <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Student must achieve an 80% on the skills exam using a rubric evaluation tool.	09/30/2016 - Students are getting patient contacts which is helping them with patient assessments and treatment modalities. Our 2016 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.  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	<b>Follow-Up:</b> 09/30/2016 - 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. Logistically we have not had the resources to do this.  <b>Follow-Up:</b> 01/04/2017 - The challenge we encounter is preventing faculty from exceeding their loads in a school year.
<b>Course-Level SLO Status:</b> Active		<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> The purchase of high fidelity manikins, adult, child, infant, and pregnant mom would augment our program to meet NREMT standards <b>GEIL-SLO Reflection:</b> Students are being evaluated by hospital personnel to determine their understanding of didactical and skills information through patient assessments and program	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Paramedic Program (EMTP) - EMT-P 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Skills and written exams <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 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>01/04/2017 - We had a 80% placement rate for the            Fall 2016 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><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2015-2016</p> <p><b>Resource Request:</b>            Outfit our two ambulances with equipment            for student learning during scenario based            learning.</p> <p><b>GEIL-SLO Reflection:</b>            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</p>	<p>01/04/2017 - We are identifying            areas to improve field internship            locations and develop better            communications with Stakeholders.            We recently had two ambulances            donated to the program. They need            to be outfitted to be utilize in            program. Equipment needs to be            purchase in order to provide a            environment similar to the student's            field phase.</p> <p><b>Follow-Up:</b>            01/04/2017 - We recently had two            ambulances donated to the            program. They need to be            outfitted to be utilize in program.            Equipment needs to be purchase            in order to provide a environment            similar to the student's field            phase.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Paramedic Program (EMTP) - EMT-P 64B - MOBILE INTENSIVE CARE</p> <p>PARAMEDIC PROGRAM: AMBULANCE</p> <p>FIELD INTERNSHIP - SLO #2 Field</p> <p>Internship Phase Treatment Assessment - Student will demonstrate their ability to under that the required medication within their scope of practice. (Created By Department - Paramedic Program (EMTP))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Skills and written testing</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>	<p>01/04/2017 - We had a 80% placement rate for the Fall 2016 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Equipment is needed to outfit the two ambulances in order to utilize them in the student learning process.</p> <p><b>GEIL-SLO Reflection:</b> 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>	<p>01/04/2017 - We are identifying areas to improve field internship locations and develop better communications with Stakeholders. Utilize donated ambulances to improve student confidence by incorporating them in our scenario based learning. Ambulances needed to be outfitted to create an environment similar to the student's field phase.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up

# Unit Course Assessment Report - Four Column

## Foothill College

### Department - Health (HLTH)

**Mission Statement:** The 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))  <b>Start Date:</b> 01/04/2016  <b>End Date:</b> 12/31/2016  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 1. Individual check off for skill mastery. 2. Three Multiple choice exams. 3. Group scenario sessions.  <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> 1. 90% of students will pass all tests at the 80% level. 2. 100% student participation in group scenario sessions.	01/04/2017 - Students continue with 90% passing at the 80% level. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016  <b>Resource Request:</b> High fidelity manikins <b>GE/IL-SLO Reflection:</b> There remains a high success rate for students enrolled in the EMR program. Currently the plan is to monitor student success and continue to insert cased based scenario testing and look for trends and make changes as needed.	01/04/2017 - We shall continue with individual skill testing; 3 multiple choice exams and group cased based scenarios sessions.  _____
		01/04/2017 - 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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016  <b>Resource Request:</b> None at this time <b>GE/IL-SLO Reflection:</b> 1. Creation, Critical and Analytical thinking 2. Community/Global consciousness and responsibility	01/04/2017 - There remains a high success rate for students enrolled in the EMR program. Currently the plan is to monitor student success and continue to insert cased based scenario testing and look for trends and make changes as needed.  _____
	<b>Assessment Method:</b> Practice skills while instructor makes constructive correction.		

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 2 - Application of knowledge - Upon successful completion of the course, the student will 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)) <b>Start Date:</b> 12/07/2013 <b>End Date:</b> 12/06/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 100% of students will participate during this lab and instructor will work with individual students who need feed back on their skills.		
	<b>Assessment Method:</b> All students will complete three standardized tests. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> 90% of students will receive a grade of B or higher in order to pass and receive certificates.		
	<b>Assessment Method:</b> 1. Individual check off of skills. 2. Group check off of skills. 3. Group scenario participation.	01/04/2017 - 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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> Additional manikins for airway management and CPR <b>GEIL-SLO Reflection:</b> 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.	01/04/2017 - There remains a high success rate for students enrolled in the EMR program. Currently the plan is to monitor student success and continue to insert cased based scenario testing and look for trends and make changes as needed.
	<b>Assessment Method:</b> Each student will be individually tested by performing the skills taught in class. <b>Assessment Method Type:</b>	01/04/2017 - Greater than 90% of students passed their skills presentation at the 80% or greater level. <b>Result:</b> Target Met	01/04/2017 - There remains a high success rate for students enrolled in the EMR program. Currently the



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Presentation/Performance</p> <p><b>Target for Success:</b></p> <p>90% of students shall pass by performing each skill at the 80% or higher performance level.</p>	<p><b>Year This Assessment Occurred:</b></p> <p>2015-2016</p> <p><b>Resource Request:</b></p> <p>Additional high fidelity manikins needed</p> <p><b>GEIL-SLO Reflection:</b></p> <p>The EMS programs has added scenario based testing. The need for high fidelity manikins will add the necessary tools to improve comprehension and reduce knowledge and skills deterioration.</p>	<p>plan is to monitor student success and continue to insert cased based scenario testing and look for trends and make changes as needed.</p> <hr/>
	<p><b>Assessment Method:</b></p> <ol style="list-style-type: none"> <li>1. Three written exams</li> <li>2. Individual evaluation by proctor to check off required skills.</li> <li>3. Scenarios with instructor feedback.</li> </ol> <p><b>Assessment Method Type:</b></p> <p>Presentation/Performance</p> <p><b>Target for Success:</b></p> <p>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>		

# Unit Assessment Report - Four Column

## Foothill College

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

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

**Primary Core Mission:** Workforce  
**Secondary Core Mission:** Transfer

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-EMTP) - Paramedic AS/CA - Program (BHS-EMTP) - Paramedic AS/CA - 1 - Upon completion of the program the graduate will be a paramedic with outstanding clinical abilities who will provide a high level of competent, compassionate patient care that is thoughtful and intelligent in its approach. The paramedic will integrate themselves in to the healthcare field providing direction and contributing to change that will be supportive of the patient.	<b>Assessment Method:</b> 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.	01/04/2017 - 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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> Additional high fidelity mannikins for scenario based learning. Additionally, the two ambulances that were recently donated need to be equipped to replicate the field phase of their training. <b>GE/IL-SLO Reflection:</b> 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. Utilize donated ambulances to improve student confidence by incorporating them in our scenario based learning.	01/04/2017 - 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. We need to continue maintaining our relations with our field partners.
<b>SLO Status:</b> Active	<b>Assessment Method Type:</b> Exam - Standardized <b>Target:</b> Passing score of 70% for NREMT Passing score of 80% for the program		<b>Follow-Up:</b> 01/04/2017 - There has been some improvement in this area. This partly do to improving working relationships with our field partners. Although we have seen improvement, the situation can change as personnel changes take place on a regular basis. Continue to stay in contact with our program partners.
01/04/2017 - Students are required to meet both state and National standards. Incorporate having students go through case based scenarios while in their clinical and			

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BHS-EMTP) - Paramedic AS/CA - Program (BHS-EMTP) - Paramedic AS/CA - 2 - Graduates will perform as competent, entry-level EMT-Paramedics skills and knowledge in accordance with the Title 22, NREMT and the national EMS Education Standards.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> National Registry written and skills assessment National Registry written and skills assessment. Program summative knowledge and skills exam.</p>	<p>01/04/2017 - Students are required to meet both state and National standards. Incorporate having students go through case based scenarios while in their clinical and field phase. Utilizing simulations and ambulance in the student learning process will reinforce knowledge and skills learned in the classroom. Additionally, there is a need to improve the students ability to perform critical thinking, scene management, and patient management prior to entering their externships.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Full time clinical liaison to manage students, clinical and field sites</p>	<p>field phase. Utilizing simulations and ambulance in the student learning process will reinforce knowledge and skills learned in the classroom. Additionally, there is a need to improve the students ability to perform critical thinking, scene management, and patient management prior to entering their externships. We have a need for full time clinical liaison to assist with the externship phase</p>
<p>Program (BHS-EMTP) - Paramedic AS/CA - Program (BHS-EMTP) - Paramedic AS/CA - 3 - NREMT requires all students to pass the</p>	<p><b>Assessment Method:</b> National Registry written and skills assessment National Registry written and skills assessment. Program summative knowledge and skills exam.</p>	<p>01/04/2017 - Students are required to meet both state and National standards. Incorporate having students go through case based scenarios while in their clinical and field phase. Utilizing simulations and ambulance in the student learning process will reinforce knowledge and skills learned in the classroom. Additionally, there is a need to improve the students ability to perform critical thinking, scene management, and patient management prior to entering their externships.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Full time clinical liaison to manage students, clinical and field sites</p>	<p>field phase. Utilizing simulations and ambulance in the student learning process will reinforce knowledge and skills learned in the classroom. Additionally, there is a need to improve the students ability to perform critical thinking, scene management, and patient management prior to entering their externships. We have a need for full time clinical liaison to assist with the externship phase</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>program with a summative evaluation. 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><b>SLO Status:</b> Active</p>			