Instructional Discipline Template

Instructional Discipline Template 2023

A. Program Information

Program Mission Statement

Please enter your mission statement here.

> Foothill College EMS Programs offer educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Health Sciences & Horticulture - Emergency Medical Services-FH

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	406	357	127	133	127	-68.7%
Enrollment	1,163	1,151	395	375	407	-65.0%
Sections	67	57	16	37	33	-50.7%
WSCH	3,511	2,983	1,640	1,492	1,272	-63.8%
FTES (end of term)	234	199	109	100	85	-63.7%
FTEF (end of term)	9.6	6.4	4.2	4.3	4.6	-51.9%
Productivity (WSCH/FTEF)	367	463	386	350	277	-24.7%

B.1 - FTES

Goals: What is your program's goal with respect to FTES?

> The Program's goal is to stabilize the declining trend in FTES and to do a proper analysis and resource assessment. The next step would be to find sustainable strategies to reverse the declining trend in FTES and move towards enrollment numbers seen in 2018-19.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

> The data shows a significant decrease in FTES over the past 5 years. This trend is not in alignment with our goals of increasing FTES, indicating a need for analyzing, strategizing and creating an action plan.
>
> The EMS Program has 3 programs: EMR, EMT and Paramedic. The EMT Program is 2 consecutive quarters of approximately 30 of the same students and they must be 18 years of age. The Paramedic Program is 15-18 months of approximately 30 of the same students who must have their EMT to apply. The EMR is a one quarter class with no age requirement. In 2018, there were 2 EMR classes running a quarter which contributed significantly to FTES and enrollment numbers. In 2020 Spring Quarter, the EMR class was cancelled which the program believes has significantly contributed to a decline in FTES.

Action: What actions does your program plan to take in order to achieve your goals?

> The program plans to focus on community outreach and marketing in the high schools focusing on increasing awareness to their EMR program. With EMR, there is no age limit so high school students can enroll regardless of age. They will receive their BLS CPR card as well as learn foundational EMS skills that will help them in life as well as prepare them if they decide to go into EMT. EMR will soon be a prerequisite for EMT which will benefit

EMT enrollment. It will also be a great class for youth to take to help them decide if they want to pursue a career in EMS. It is relatively low stakes since it is only one quarter. Focusing on promoting the EMR class could help establish consistent new student enrollment adding to a steady increase in FTES.

Needs: What does your program need to execute this action plan?

The program needs:

- Financial assistance to support increasing marketing and outreach resources with the goal of forming partnerships with local high schools.
- Increased funding for equipment and educational resources to support additional classes added to the schedule.
- Funding for additional faculty to support the increase in classes.
- Funding for administrative assistance to support increased enrollment.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

The program's goal is to steadily increase sections. It will first start with EMR sections since these sections will feed into EMT. It will then focus on increasing EMT sections. The final addition will be possibly increasing to 2 paramedic cohorts in one calendar year. One cohort starting in Fall and another cohort starting in Spring.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

According to the data above, the sections have decreased by about 50% over the last 5 years. The sections are directly related to the classes that were offered. EMR classes were cancelled in Spring of 2020 which the program believes has had a detrimental impact on the EMS program as a whole. Their was a reduction of overall sections offered during the pandemic and the program is trying to stabilize and plans to grow the amount of sections in a sustainable way.

Also, the paramedic program has specific sections (63A and 63B) that need support to move forward. These sections are the clinical/hospital phase for our paramedic students. Per title 22, after the 3 quarter didactic, they have 30 days to be placed at a hospital. There has historically been a clinical coordinator in place to secure spots for students. As of now, the program needs someone in this position.

Action: What actions does your program plan to take in order to achieve your goals?

The program plans to increase the sections by reinstating the EMR class. The EMR class was added to the schedule in Fall 2023 with enrollment over 30 students and is also on the schedule for Spring Quarter 2024. An additional EMT class is scheduled for Spring Quarter 2024 along with the EMT class that started in Winter of 2024. The program is trying to steadily increase the number of sections it offers.

Pre pandemic, the program would sometimes have 2 paramedic cohorts a year. One that started in the Fall and another that started in the Spring. Due to the national shortage of paramedics, it is essential that the program look into strategies to increase the paramedic sections. The more paramedic students we have, the more clinical placements we need. This is the bottleneck. The administrative assistance needed for this positon has been removed and new solutions need to be explored.

Needs: What does your program need to execute this action plan?

The program needs to collaborate with Foothill College Community Outreach and Marketing Teams to spread the word about our EMR program. If we can establish relationships with local high schools to automatically feed into our EMR programs, we can always have a steady in-flow of new enrollment. More youth would be exposed to the

EMS field and the potential career options. This would be the first step in addressing the national shortage of EMTs and Paramedics as well as be in line with the program's goal to increase sections and FTES.

The program would need:

- an increase in financial resources for equipment and supplies
- an increase in faculty to teach the sections
- Administrative assistance to support the increase in sections
- Clinical Coordinator to secure hospital placements for paramedic students

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

Our program's goal is to maintain quality education for the students while increasing and maximaizing productivity but also focusing on overall sustainability given our resources.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

I observed the overall productivity of the program drop around 25% over the last 5 years. I do believe this drop in productivity was partly due to EMS 50 (EMR) being removed from the schedule starting Spring of 2020. EMS 50 is a 1 quarter class. In 2018-2019, there were sometimes 2 EMS 50 classes offered a quarter. This provided a consistent stream of new enrollment. Also, the instructor to student ration is 1:35 for both lecture and lab. The productivity of EMS 50 would be the highest of the 3 programs that we offer. EMS 52/53 has the same student contact hours as EMS 50, but has a 1:10 student to instructor ratio per state regulations for lab. Our paramedic class has a 1:6 student to instructor ratio for labs per state regulation. So bringing back EMS 50 is essential for increasing productivity and has other important positives.

Action: What actions does your program plan to take in order to achieve your goals?

The program plans to focus on marketing and community outreach to help promote and educate the community about our EMR program (EMS 50). This is a great introductory class to the EMS profession and there is no age limit so it is open to high school students. It is in the process of being approved as a prerequisite for EMT so students could continue in the series into our EMT classes. It is a low stakes class, lasting 1 quarter and students can receive their CPR certification as well as learn essential life saving skills. Since there is a 1:35 instructor to student ratio, productivity can remain high and it will provide a steady enrollment, especially if we can partner with local high schools which we intend to look into.

Needs: What does your program need to execute this action plan?

The program would need:

- an increase in financial resources for equipment and supplies
- an increase in faculty to teach the sections
- Administrative assistance to support the increase in sections
- Clinical Coordinator to secure hospital placements for paramedic students

C. Enrollment by Student Demographics

Enrollment Distribution

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	344	30%	436	38%	94	24%	102	27%	94	23%
Male	805	69%	701	61%	301	76%	260	69%	310	76%
Unknown gender	14	1%	14	1%	0	0%	13	3%	3	1%
Total	1,163	100%	1,151	100%	395	100%	375	100%	407	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	183	16%	189	16%	51	13%	68	18%	66	16%
Black	59	5%	12	1%	8	2%	2	1%	9	2%
Filipinx	54	5%	44	4%	27	7%	21	6%	13	3%
Latinx	334	29%	342	30%	108	27%	117	31%	119	29%
Native American	6	1%	2	0%	0	0%	0	0%	10	2%
Pacific Islander	24	2%	4	0%	0	0%	7	2%	12	3%
Unknown ethnicity	16	1%	81	7%	6	2%	1	0%	0	0%
White	487	42%	477	41%	195	49%	159	42%	178	44%
Total	1,163	100%	1,151	100%	395	100%	375	100%	407	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

> The Program aims to achieve a more balanced gender representation.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

> The data shows that there was a 23% decrease in female enrollment from 30% to 23% over the last 5 years. The program wants to analyze and find strategies to establish a more balanced gender representation in our classes. Although still uneven, there appears to be larger female representation in the EMR and EMT classes than the Paramedic classes. The program wants to understand why this is and what the possible barriers are and work on lessening those barriers to create a more balanced gender representation in all its class offerings.

Action: What actions does your program plan to take in order to achieve your goals?

> The program plans to focus on marketing and community outreach to help promote and educate the community about our EMR program (EMS 50) especially in the high schools. If youth in general know about the importance of learning emergency skills and the possible career options available to them, hopefully we can create an equal draw of genders and ethnicities. Also, analyze why there seems to be a significant decline of females and diverse ethnicities from EMT to Paramedic and work on addressing potential barriers to balance out these student populations.

Needs: What does your program need to execute this action plan?

> The program would need:

- An increase in financial resources, specifically for marketing and community outreach, to support the programs goal of increasing enrollment with an emphasis on balancing gender and having the student population representative of the diverse communities we serve. We will use the EMR class as the funnel to support enrollment for our 2 other EMS programs, EMT and Paramedic.
- If sections increase, we would need an increase in faculty to teach the sections
- Administrative assistance to support the increase in sections
- Clinical Coordinator to secure hospital placements for paramedic students

The program also wants to consider working with Community Education with Workforce to possibly provide a community CPR class to also increase our exposure and outreach.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

The program's goal is to have enrollment reflect the diverse ethnic communities that the students will potentially serve.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

It would be important to look at the ethnicity breakdown with in Santa Clara County. It appears that over the past 5 years, although enrollment within the program has declined, the breakdown of the different ethnicity percentages enrolling has changed very little.

Action: What actions does your program plan to take in order to achieve your goals?

I believe it first starts with outreach, marketing and recruiting. Speaking with different organizations and community leaders within the different ethnic community groups and forming relationships and partnerships. We will push to promote our EMS 50 class. I also believe having a diverse instructor staff is essential and that are trained in cultural competence is just as important. I also plan to hire TEAs that are previous students to help out in the EMR and EMT classes. These TEAs will hopefully reflect the diversity within the community to bring relatability and comfortability to the classroom.

Needs: What does your program need to execute this action plan?

The program would need:

- An increase in financial resources, specifically for marketing and community outreach, to support the programs goal of increasing enrollment with an emphasis on balancing gender and having the student population representative of the diverse communities we serve. We will use the EMR class as the funnel to support enrollment for our 2 other EMS programs, EMT and Paramedic.
- If sections increase, we would need an increase in faculty to teach the sections
- Administrative assistance to support the increase in sections
- Clinical Coordinator to secure hospital placements for paramedic students

D. Overall Student Course Success

Student Population Areas of Focus

Course Success
Health Sciences & Horticulture - Emergency Medical Services-FH

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	827	90%	646	75%	358	93%	290	91%	383	94%
Non Success	60	7%	180	21%	8	2%	14	4%	18	4%
Withdrew	33	4%	32	4%	19	5%	16	5%	6	1%
Total	920	100%	858	100%	385	100%	320	100%	407	100%

Course Success
Health Sciences & Horticulture - Emergency Medical Services-FH

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	827	90%	646	75%	358	93%	290	91%	383	94%
Non Success	60	7%	180	21%	8	2%	14	4%	18	4%
Withdrew	33	4%	32	4%	19	5%	16	5%	6	1%
Total	920	100%	858	100%	385	100%	320	100%	407	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	294	82%	228	72%	126	91%	106	91%	122	92%
Non Success	44	12%	68	22%	3	2%	4	3%	9	7%
Withdrew	22	6%	20	6%	10	7%	7	6%	1	1%
Total	360	100%	316	100%	139	100%	117	100%	132	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	533	95%	418	77%	232	94%	184	91%	261	95%
Non Success	16	3%	112	21%	5	2%	10	5%	9	3%
Withdrew	11	2%	12	2%	9	4%	9	4%	5	2%
Total	560	100%	542	100%	246	100%	203	100%	275	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

The program's goal is to maintain a high course success rate of at least 90% across all demographics and ensuring the students are well prepared for a career in EMS.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

The overall student success rate appears strong increasing from 90% in 2018-19 to 94% in 2022-23. However, breaking it down by ethnicity, there is some variability. Black and Filipino students have slightly lower success rates compared to the other ethnicities.

Action: What actions does your program plan to take in order to achieve your goals?

We have just implemented supplemental instruction back to our program to provide additional individual support for our students. I also plan to have check ins to discover and help address potential barriers to student success. Create an open and accepting classroom environment that emphasizes camaraderie and support between students as well as with the instructor. Help facilitate targeted tutoring and mentorship with the instructor and other students.

Needs: What does your program need to execute this action plan?

The program may need supplemental resources to provide financial assistance if financial barriers are found. Possible EMS scholarships or ways to provide financial support if necessary.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWlA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Goals: What is your program's goal with respect to course success by modality?

The program's goal is the achieve equitable success rates across all learning modalities.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

Although success rates are relatively high for all learning modalities in the EMS programs, face to face is significantly higher in the year 2022-23.

For EMS, since this is such a hands on, skills based, interpersonal and interactive profession, face to face instruction is the preferred learning modality.

A hybrid model also works. Proper analysis would need to be done to investigate the reasons why this method has a lower success rate than face to face and the goal would be to find strategies to increase its success rate to be in-line with the face to face learning modality.

Action: What actions does your program plan to take in order to achieve your goals?

Look into ways of how to increase the program's overall success rate as well as investigate the reasons the hybrid model has a lower success rate and strive to increase the success rate to be in-line with face to face instruction.

Needs: What does your program need to execute this action plan?

Financial resources for instruction and support of EMS faculty to broaden and deepen their knowledge and skills in the online learning space.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWlA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

According to the chart these are the groups experiencing disproportionate impact:

- Filipinx has a -2 percentage gap and needs 1 additional success to erase the percentage point gap
- Latinx has a -2 percentage gap and needs 3 additional successes to erase the percentage point gap
- White has a -2 percentage gap and needs 3 additional successes to erase the percentage point gap
- Female has a -1 percentage gap and needs 1 additional success to erase the percentage point gap
- Low income has a -6 percentage gap and needs 11 additional successes to erase the percentage point gap
- Veterans has a -5 percentage gap and needs 1 additional success to erase the percentage point gap

Goals: What is your program's goal with respect to disproportionate impact?

The program's goal is to eliminate disproportionate impact so all student groups have equitable success rates.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

Overall, the program has a pretty high success rate. When you break it down, there is disproportionate impact with Filipinx, Latinx, White, Female, Veterans and Low income groups. The program will continue to analyze why this is so and work towards supporting and bringing equity to these groups.

Action: What actions does your program plan to take in order to achieve your goals?

The program understands that each group has different challenges and it's important to know what these are so the proper resources and support can be implemented. I believe it starts with creating a supportive classroom environment with a consideration of different learning styles, individual personalities and cultural differences. Getting to know your students with establishing a welcoming atmosphere and check ins with each student are essential for student success.

The program wants all faculty to be on the same page with supporting equitable student success and will continue with monthly faculty meetings to provide a meeting place and platform for mission unity and alignment, faculty training, information sharing regular check ins as well.

Also, there is a disproportionate impact with Low income students. The program wants to find ways to support these students as well with possible scholarships and financial resources in addition to what is currently provided for the students.

Needs: What does your program need to execute this action plan?

The program may need additional funding for mentorship programs and scholarships, and faculty training in inclusion and cultural competence.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

Moving forward, the program is unaware of any courses that are intended to be approved for distance learning and anticipated to be taught online.

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The overall goals of the program are to:

- Provide quality EMS education and properly prepare students for a career in EMS
- Educate a diverse student population to reflect the communities they will serve
- Have a high student success rate among all ethnicities and across all learning modalities
- Increase overall enrollment while maintaining sustainability
- Build out the EMR program, this will be the foundation that will drive an increase in both EMT and the Paramedic Program. Once the sections of EMR are increased and supported with continuous enrollment, this will be the catalyst needed to support the increase of the EMT and Paramedic Program.
- Due to a national shortage of paramedics, work towards having 2 paramedic cohorts in a year
- The limiting barrier to having 2 paramedic cohorts is currently the program does not have a necessary position accounted for which is a hospital clinical coordinator. Once this position is established, the program can add another paramedic cohort.

This form is not yet ready.

Career and Technical Education Programs Addendum 2023
Career and Technical Education Programs Addendum 2023
A. Re-Accreditation Information

1. When was your last re-accreditation visit?

The last accreditation visit was this June 2023.

2. Did the program maintain accreditation?

☑ yes

☐ no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

These were the following Commendations from the site visit in June of 2023:

The Program exhibits strengths in the following areas:

Experienced faculty who are well respected in the EMS community

Strong clinical affiliations

Access to specialty units while completing clinicals (NICU, PICU)

Active dedicated medical director

Excellent up to date equipment

Strong reputation of the program

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

Citations: There were 3 citations.

1. A tracking system is used but the minimums have not been set.
2. The Resource Assessment Matrix was completed in 2021, then again in 2023 during the site visit. Incomplete student and personnel surveys were found for 2022; therefore, were not included.T
3. The program uses a publisher's test bank to generate high stakes exams and scores the exams with Scantron. No data is evaluated on the validity or reliability of the exams.

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

1. The program submitted evidence of setting the minimums of a tracking system along with the advisory board minutes supporting the approval of these minimums. Citation 1 has been corrected.
2. *We will submit a complete RAM in May 2024 when we have collected all the necessary data. A new platform has been developed to automate the required surveys including the resource survey to the students. Upon completion of the program requirements and receiving their course completion certificate, a student is now given a link to the resource survey. The data collected from the surveys is now automatically compiled into a spreadsheet so that it can be referenced when completing the annual report, preparing for advisory board meetings, and completing the RAM. This new platform*

will help ensure the Resource Assessment Matrix is completed on an annual basis. Citation 2 will be addressed once the program collects the required data and submits the annual report in May.

3. *The paramedic program is now using the EMS Testing Online Platform to give validated quizzes, and their high stakes exams. The tests are taken online and in class while being monitored to ensure exam security. (3) CoAEMSP High-Stakes Exam Analysis forms were completed. Citation 3 has been corrected.*

6. If applicable, what areas of concern were noted during the annual accreditation report?

This questions was addressed in the previous response.

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

☑   yes

☐   no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

☑   yes

☐   no

3. Web link to meeting minutes?

[ADVISORY COMMITTEE MINUTES](#)

4. Were there any advisory board commendations/special mentions identified?

- During 2023 AC meeting, the AC endorsed and approved the Program's minimum expectation CAAHEP Standard II.C.
- The definite need for a clinical coordinator was discussed. Members from the advisory board explained the importance of why they feel this position is needed for the program along with a need for administrative assistance for the program. The other Health Science programs at Foothill have a Clinical Coordinator. The AC voted unanimously in support of having a clinical coordinator.

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

The AC voted unanimously in support of having a clinical coordinator for the paramedic program.

One of the advisory board members voiced their opinion:

"A Clinical Coordinator is needed so they can focus on one task. The process is different or changing with each facility. In addition, the State requirements must be met for placement times. Having a dedicated clinical placement staff member would provide a seamless transition from didactic, clinical and and to the field phase of the student's training. The clinical sites coordinate with over 400 schools. Not having someone in that place would be difficult".

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

The essential need for a clinical coordinator has been brought to the attention of administration, and a resolution is hoopefully in progress.

C. Regional Labor Demand

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-demand-data-2023-24.pdf to view your program data.

1. In the data table, what does the regional labor demand data trend indicate?

☐ the data trend shows an increase in labor demand

☐ the data trend shows a decrease in labor demand

☐ the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

Although the data for labor demand in not shown, there is a known national shortage of EMTs and Paramedics working in the field so I believe labor demand would be high.

D. Regional Labor Supply

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-supply-data-2023-24.pdf to view your program data.

1. In the data table, what does the regional labor supply data trend indicate?

☐ the data trend shows an increase in labor supply

☑ the data trend shows a decrease in labor supply

☐ the data trend shows no change and/or is flat in labor supply

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

There shows a steady decrease in labor supply over the last 5 years.

E. Regional Wages

Visit https://foothill.edu/programreview/prg-rev-docs/cte-regional-wage-data-2023-24.pdf to view your program data.

1. In the data table, what does the wage data trend indicate?

☑ the data trend shows an increase in wages

☐ the data trend shows a decrease in wages

☐ the data trend shows no change and/or is flat in wages

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

The trend shows a steady increase over the last 5 years probably due to a shortage of EMTs and Paramedics and an increase in cost of living and other economic factors.

F. Program 13.5 Course Completion

Program 13.5 Course Completion					
Unduplicated Headcount	2017-18	2018-19	2019-20	2020-21	2021-22
Child Development	99	72	86	102	92
Dental Hygiene	47	97	99	119	114
Emergency Medical Services	100	96	82	52	41
Horticulture	50	57	44	44	26
Photography	0	0	0	0	1
Radiologic Technology	42	44	42	42	47

CTE courses offered between 2017-18 and 2021-22 that were used to retrieve completion counts include the following:
Child Development: CHLD 1, 2, 8, 50A, 50D, 51A, 54ABD, 56, 56N, 59, 63N, 71-74, 80ABC, 82, 86AB, 88, 88B, 89, 90BC, 91, 95, 53NC, 53NP.
Dental Hygiene: DH 50, 70R, 200L, 300AB, 302, 304, 305ABCD, 308, 310, 312, 314, 316AB, 318, 320ABCD, 322, 324, 326ABC, 328ABC, 330, 332, 350ABC, 352, 354, 356.
Emergency Medical Services: EMS 50, 52, 52A, 53, 53A, 60AB, 61AB, 62AB, 63AB, 64AB, 203.
Horticulture: HORT10, 15, 21-26, 30, 31, 40, 45, 52CEGH, 54ABCJKL, 55A, 60BCDFJ, 80ABCDI, 90CDGHIMPQSUVXYZ, 91AC
Photography: PHOT 4ABC, 11, 11H, 72, 74AB.
Radiologic Technology: RT 50, 51ABC, 52D, 53, 53ABCD, 54ABC, 55ABC, 61AB, 62ABC, 63, 63ABC, 64, 65, 70AB, 72, 74, 75, 200L, 53AL, 53BL, 53CL.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

- ☐ the data trend shows an increase in the number of students completing the 13.5 CTE units
- ☑ the data trend shows a decrease in the number of students completing the 13.5 CTE units
- ☐ the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

I believe its because of the cancellation of EMR and total reduction of overall sections within the program. Possibly fueled by the effects of the pandemic and people transitioning out of the EMS occupation along with less interest from students to pursue an occupation in EMS.

G. Program Graduate Employment Rates

Visit https://foothill.edu/programreview/prg-rev-docs/cte-graduate-employment-rates-2023-24.pdf to view your program data.

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

- ☐ the data trend shows an increase in graduate employment
- ☑ the data trend shows a decrease in graduate employment
- ☐ the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

I believe the decrease in employment rates was due to the pandemic. Individuals deciding to choose a different career path other than EMS would be my hypothesis. Since the data was from 2020, it would be interesting to see if employment rates are starting to normalize and increase from the 2020 numbers.

This form is not yet ready.

FOOTHILL-DE ANZA
Community College District

PRECISION CAMPUS