

Advisory Committee Meeting Minutes

See last page for the purpose of the program's Advisory Committee, including a description and list of responsibilities.

SPONSOR / INSTITUTION NAME:	Palomar College		
CoAEMSP PROGRAM NUMBER:	600177	DATE, TIME, + LOCATION OF MEETING:	April 13, 2022/ 1145-1345
CHAIR OF THE ADVISORY COMMITTEE:¹	Rick Foehr		

ATTENDANCE			
Community of Interest	Name(s) – List all members. Multiple members may be listed in the same category.	Present – Place an 'x' for each person present	Agency/Organization
Physician(s) <i>(may be fulfilled by Medical Director)</i>	Dr. John Serra	X	Palomar College
	Dr. Chris Kahn	X	UCSD/Palomar College
Employer(s) of Graduates Representative	Don Sullivan	X	AMR
	Jeanne McFarland		Escondido FD
Key Governmental Official(s)	Gary Laugen		San Diego Co. EMS
	Cody Rogers	X	
Police and Fire Services	Jenny Duffly		San Marcos FD
	Ted Chialtas	X	San Diego FD
	Lynne Seabloom		Oceanside FD
	Jon Regner	X	
Public Member(s)	Scott Gommel	X	Mission Hills High School
Hospital / Clinical Representative(s)	Cheryl Graydon/Amy Clark		Palomar Hospital
Other			
Faculty ²	Andrew Page	X	Palomar College
	Jason Hums	X	Southwestern College
	Rick Foehr		EMSTA College
Sponsor Administration ²	Susan Wyche	X	Palomar College

¹ The best practice is that the chair is not the Program Director. The Advisory Committee is *advising* the program.

² Additional faculty and administration are ex-officio members.

Community of Interest	Name(s) – List all members. Multiple members may be listed in the same category.	Present – Place an ‘x’ for each person present	Agency/Organization
Student (current)	Kevin Hildenbrandt	X	Palomar College
Graduate	Logan Dearborn	X	Palomar College
Program Director, <i>ex officio</i> , non-voting member	Sarah De Simone	X	Palomar College
Medical Director, <i>ex officio</i> , non-voting member	Dr. John Serra	X	Palomar College
³	Dr. Chris Kahn	X	UCSD/Palomar College

Agenda Item		Discussion	Action Required	Lead	Goal Date
1.	Call to order		Yes / No		
2.	Roll call		Yes / No		
3.	Review and approval of meeting minutes	Reviewed and approved	Yes / No		
4.	<p>Endorse the Program’s minimum expectation [CAAHEP Standard II.C. Minimum Expectation]</p> <p><input type="checkbox"/> “To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.”</p>	<p>We would like to change this to match the Program Learning Outcome to maintain Consistency.</p> <p>To prepare paramedics in the cognitive, psychomotor and affective behavioral domains who demonstrate competency as an entry level paramedic by consistently performing thorough patient assessments and integrating pathophysiological principles and assessment findings. To prepare paramedics to formulate and execute proper treatment plans for a patient experiencing a medical and/or traumatic emergency according</p>	Yes / No	Rick	Approved

³ Add rows for multiple members of the same community of interest
 If the program has additional named communities of interest, list the community of interest and the name(s) that represent each.

Agenda Item		Discussion	Action Required	Lead	Goal Date
	<input type="checkbox"/> Establish / review additional program goals ⁴	to current national, state of California, and San Diego County protocols.			
5.	<p>Endorse the Program’s required minimum numbers of patient/skill contacts for each of the required patients and conditions [CAAHEP Standard III.C.2. Curriculum]</p> <input type="checkbox"/> Student Minimum Competency (formerly known as the Appendix G) <input type="checkbox"/> Review summary graduate tracking reports	After a review of the Cohort 56 and 57, we feel it is necessary to increase the minimum number of skills.	Yes / No	Sarah	August 22, 2022
6.	<p>Review the program’s annual report and outcomes [CAAHEP Standard IV.B. Outcomes]</p> <input type="checkbox"/> Annual Report data <input type="checkbox"/> Thresholds/Outcome data results <input type="checkbox"/> Graduate Survey results <input type="checkbox"/> Employer Survey results <input type="checkbox"/> Resources Assessment Matrix results <input type="checkbox"/> Other	<p>We have not met the minimum standard on the annual report for 2019 and may not meet it again for 2020. We are losing students to employment, not academic dismissals.</p> <p>UCLA Webinar on retention on April 20th. Rick to send link. Look into a consistent returning process whether it is an academic failure or returning after employment.</p> <p>We have positive graduate survey results and we are still gathering data from employer surveys for the 2020 annual report</p> <p>We are working on the RAM. Just waiting for a few personnel surveys to be returned</p>	Yes / No	Sarah	
7.	<p>Review the program’s other assessment results [CAAHEP Standard III.D. Resource Assessment]</p> <input type="checkbox"/> Long-range planning <input type="checkbox"/> Student evaluations of instruction and program <input type="checkbox"/> Faculty evaluations of program <input type="checkbox"/> Course/Program final evaluations <input type="checkbox"/> Other evaluation methods	<p>We are considering transitioning both programs to a shift-based program. One would be a Kelly Schedule and the other would be a 48/96.</p> <p>Is the shift based program working? Sounds like it is working but the students are still struggling to maintain a healthy work/school balance. Capt. Jon Regner suggested looking at a 48/96 schedule that would run through the weekends. This would allow students to go work 2 days , go to class 2-3 days and potentially have 1-2 days off.</p>	Yes / No	Sarah	Revisit after a schedule has been created. 6/30/2022

⁴ Additional program goals are not required by the CAAHEP Standards. If additional program goals are established, then the program must measure them.

Agenda Item		Discussion	Action Required	Lead	Goal Date
		Student and faculty evolutions have been positive			
8.	Review program changes (<i>possible changes</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Course changes (schedule, organization, staffing, other) <input type="checkbox"/> Preceptor changes <input type="checkbox"/> Clinical and field affiliation changes <input type="checkbox"/> Curriculum changes <ul style="list-style-type: none"> <input type="checkbox"/> Content <input type="checkbox"/> Sequencing 	<p>We need to address Preceptors and training.</p> <p>We have moved from using Fisdap to Platinum Planner and need help.</p> <p>We transitioned the cohort that begins in January to a part-time Kelly shift-based program.</p> <p>We would like to change up the program from blocks to a more fluid delivery of content. May apply for a sabbatical to accomplish this task as it will result in a complete curriculum change of the program.</p>	Yes / No	Sarah	
9.	Review substantive changes (<i>possible changes</i>) [CAAHEP Standard V.E. Substantive Change] <ul style="list-style-type: none"> <input type="checkbox"/> Program status <input type="checkbox"/> Sponsorship <input type="checkbox"/> Sponsor administrative personnel <input type="checkbox"/> Program personnel: PD, Lead Instructor, other <input type="checkbox"/> Addition of distance education component <input type="checkbox"/> Addition of satellite program 	<p>Dr. John Serra is now our Associate Medical Director.</p> <p>Consider one program face to face and one program hybrid</p>	Yes / No	Sarah	
10.	Other identified strengths	Faculty, Leadership, Support of the program,	Yes / No	Sarah	
11.	Other identified weaknesses	Staffing, equipment, simulation use and knowledge, facility space (we are out of room). Tend to have to change things and “drop” a lot on the students in a short time frame	Yes / No	Sarah	
12.	Identify action plans for improvement	Utilize professional development training to help train faculty on simulations and how to operate simulators	Yes / No	Sarah	
13.	Other comments/recommendations	None	Yes / No		
14.	Staff/professional education		Yes / No		
15.	CoAEMSP/CAAHEP updates	We are #57 in queue and looking like site visit is end of 4 th quarter of 2022 or 1 st quarter 2023	Yes / No		

Agenda Item		Discussion	Action Required	Lead	Goal Date
16.	Next accreditation process (i.e., self-study report, site visit, progress report)	We received the Executive Analysis from the self study report and we need to address a few areas.	Yes / No	Sarah	6/30/2022
17.	Other business		Yes / No		
18.	Next meeting(s)	November 2022-One more right before the site visit to update everyone on progress	Yes / No		
19.	Adjourn		Yes / No		

Minutes prepared by Sarah De Simone

Date: 4/16/2022

Minutes approved by _____

Date _____

If item #5 above was acted on, then:

Medical Director's signature _____

Date _____

- Attach Student Minimum Competency (formerly known as the Appendix G) > **Table 1** to verify which required minimum numbers were reviewed and endorsed (*if item #4 above was acted on*)

PURPOSE OF THE ADVISORY COMMITTEE

The Advisory Committee must be designated and charged with the responsibility of meeting at least annually to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change, and to review and endorse the program required minimum numbers of patient contacts. [CAAHEP Standard II.B. Appropriate of Goals and Learning Domains]

Additionally, program-specific statements of goals and learning domains provide the basis for program planning, implementation, and evaluation. Such goals and learning domains must be compatible with the mission of the sponsoring institution(s), the expectations of the communities of interest, and nationally accepted standards of roles and functions. Goals and learning domains are based upon the substantiated needs of health care providers and employers, and the educational needs of the students served by the educational program. [CAAHEP Standard II.A.]

Responsibilities of the Advisory Committee

- Review and endorse the minimum program goal.
- Review and endorse the required minimum numbers of patient/skill contacts for each of the required patients and conditions.
- Verify that the Paramedic program is adhering to the National Emergency Medical Services Education Standards.
- Review Program performance based on outcomes thresholds and other metrics (at a minimum credentialing success, retention, and job placement).
- Provide feedback to the Program on the performance of graduates as competent entry level Paramedics (for employers).
- Provide feedback to the Program regarding clinical and field opportunities and feedback on students in those areas.
- Provide recommendations for curricula enhancements based on local needs and scope of practice.
- Assist with long range planning regarding workforce needs, scheduling options, cohort size, and other future needs.
- Complete an annual resource assessment of the program.