**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2010-11**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Emergency Med Edu** | **02/22/2011** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2011)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2010 data are as of 1/30/2011 |  |
|  |  | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Definitions** | |
| **Enrollment at Census** | | 1,116 | 829 | 717 | 824 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 78.48% | 87.36% | 93.73% | 101.10% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 3,939 | 2,828 | 2,752 | 3,185 | Weekly Student Contact Hours | |
| **FTES** | | 131.30 | 94.28 | 91.73 | 106.17 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 11.71 | 8.99 | 8.90 | 9.98 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 336 | 315 | 309 | 319 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 3.21 | 3.17 | 3.20 | 3.19 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 6.47 | 4.96 | 5.02 | 5.81 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 2.03 | 0.85 | 0.69 | 0.98 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 8.50 | 5.81 | 5.70 | 6.79 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 72.58% | 64.70% | 64.09% | 68.02% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 98.31% | 98.37% | 99.15% | 96.81% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 73.92% | 68.84% | 66.67% | 69.59% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | 9 | 7 | 9 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2010-11) | |
| **Certificates Awarded:** | | 10 | 3 | 7 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- Under 18 Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- 18 or More Units** | | 10 | 3 | 7 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Analysis of the above data indicates the following**  **1. Student head count has trended down every year until Fall 2010 when the numbers began to trend up**  **2. WSCH/FTEF continues to be in the low to mid 300's**  **3. PT faculty trends have followed student head counts but is still running 64 - 72%**  **4. Retention and success rates follow previous trends but are still low**  **5. Degree and certificates awarded remain low**  **Faculty discussions of these trends have concluded that a part of the decrease reflects the need for department reorganization which we have begun. Other comments are as follows**  **1. Part of the decrease in numbers had to do with the college required decrease in classes and the fact that we needed to decrease our student numbers to maintain the mandated instructor to student ratio as well as a cut in funding for our non-faculty skills assistants. We now have one consistent lead paramedic instructor which provides more consistency to not only the paramedic program but it appears to affect all of our programs. Our enrollment has stabilized since we made these changes.**  **2. Our WSCH/FTEF which remains fairly consistent for our department. We have low numbers here due to the state and accreditation standards for instructor to student ratio.**  **3. Remains high as we work toward a balance of full time faculty and part time working EMT and Paramedics.**  **4. Remains a concern. Our success rate is high because students stay in the course whether they are passing or failing. We are working on the success rate and will make a plan to increase this over the next few years by 5 - 10% at a time.**  **5. Our degree and certification numbers is extremely low. We discussed this issue and realize our students do not value the college certificates since the ones they receive from us are the ones they need for the workforce. We will work on educating our faculty and then our students on the significance of this and work towards increasing these by 50% in the next year and 10 - 20% in the following year.** |

| **I. B. Please summarize the findings of a Course or Program SLO assessment conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **The Student Learning Outcome of EME 215 is to recognize and treat patient based on assessment and identification of significance of the signs and symptoms as they apply to specific disease pathologies. We have not formally evaluated that in the outcomes but out annual report to the accreditation body said "Our most recent class just graduated this month and 9 of them have not attempted the National Registry exam. At this point we have 100% pass rate and although we are pleased with our results there is no desire to remain at status quo in our program and we are committed to ongoing improvement and strengthening of our program."** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **We continually review the prep books and have been working with FISDAP to have our students take their predictive tests as they seem to be good indicators of the national registry outcomes. We have also found some good predictive tests though Learning Express Library that will now start using.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **Per the labor market information EMT/Paramedics will continue to enjoy a 30% increase in employment based on both retirements and individual agency need to increase size of agency. Despite EDD projections, projected growth per Advisory Committee is slightly less due to local economic concerns.** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **We have been unable to add classes due to budget constraints and stabilization of workforce. We would like to add the following when we can.**  **Classes for students entering the workforce**  **• EMT Bridge program as elective for Paramedic Degree**  **• Optional lab and tutoring days for EMT and Paramedic students**  **• Basic EKG course**  **• Conversion of some of our lectures to on line hybrid classes**  **• GIS (Geographic Information System)class for EMS/Fire/Police**  **Classes for workforce professional development or continuing education**  **• Paramedic Refresher class**  **• Advanced Cardiac Life Support training to our American Heart Association Training Center program**  **• EMT and Medic Continuing education on a regular basis**  **• Tactical EMS class**  **• Recertification for ACLS, PHTLS, PEPP** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Our paramedic program needs to have the intersession reinstated. The program is designed so that the student's learning builds on previous learning. To stop that progress for 4 - 5 weeks is too long and is hurting the students. They do not like the break and neither does the staff as we all notice a large decline in the students' abilities which requires more time remediating them so they are back up to where they need to be.**  **We would like to change one of our EMT recertifications to a monthly continuing education class to better meet the needs of the student and the workforce.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **Due to accreditation requirements we need to replace one FT Faculty who is retiring May 2011. We hope to have the position approved for hiring in Fall 2012. We also need look toward succession planning and ultimate replacement for Program Director who will be retiring May 2013. This is a major accreditation concern.**  **We also would like to hire one other full time faculty member in the next year or two.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** | **2 Cardiac monitor battery chargers, one for the Zoll monitor and one for the Lifepak monitor** | **1** | **Goal 2** | **Our students must be able to read EKG monitors and treat patients in a timely manner as part of the required paramedic training. The batteries are used for up to 8 hours at a time and need to have a ready replacement which the battery chargers can supply. This meets the SLO of successfully treating patients as stated in EME 207L which is “appropriately assess patients based on chief complaint and associated pathophysiology” and EME 200 “Student will recognize and initiate appropriate management of acute coronary and neurological conditions that may result in cardiac arrest or complicate resuscitation outcome according to current American Heart Association Advanced Cardiac Life Support guidelines”.** | **$800 for the Zoll, $1000 for Lifepak 12 and $1600 for Lifepak 15** | **one time** | **no** |
| **a2.** | **SIm Man G3** | **2** | **Goal 2** | **Students come into the program with minimal or limited acute patient contacts. Having the simulator manikins can simulate the experiences of real patient contacts making them more successful in the field internship. This meets the SLO of successfully treating patients as stated in “Student will be able to manage any medical emergency in a simulation session” EME 207L and 215.** | **87,000 with 5 year warrenty, 67,000 without warenty** | **one time** | **no** |
| **a3.** | **Life Pak 15 EKG monitor** | **3** | **Goal 2** | **Our students must be able to read EKG monitors and treat patients in a timely manner as part of the required paramedic training. The students need to have experience with new technology. This meets the SLO of successfully treating patients as stated in EME 207L and 215 as indicated above.** | **$36,000** | **one time** | **no** |
| **a4.** | **2 Skeletons** | **4** | **Goal 2** | **Our skeletons are falling apart and despite the innovations of on line technology they students still benefit from seeing and touching the bones of the body. This aligns with the SLO in EME 106 “Students will be able to verbalize understanding of the pathophysiology, signs and symptoms for medical illnesses and traumatic emergencies and treat patients according to San Diego County protocols.”** | **$600 each for a total of $1200** | **one time** | **no** |
| **a5.** | **Sim Baby** | **5** | **Goal 2** | **Students come into the program with minimal or limited acute patient contacts. Having the simulator manikins can simulate the experiences of real patient contacts making them more successful in the field internship. This meets the SLO of successfully treating patients as stated in “Student will be able to manage any medical emergency in a simulation session” EME 207L and 215.** | **$40,500** | **one time** | **no** |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **35 Laptops or IPads for student use** | **1** | **Goal 6** | **Technology has and is increasing at a tremendous rate. Having the capability to support our students with internet capabilities to augment their learning with new computers or IPADs will give them a huge advantage not only in the classroom but also in their long term learning abilities. In addition, the books have become very expensive and this would provide a way for the student to save some money while not decreasing their education. It also helps meet the learning style of all students. We do have laptops for our paramedic students but they are hand me downs and some are too old to fix. This aligns with many of our SLO’s for example EME 207 “Student will verbalize understanding of pathophysiology, signs and symptoms of common medical illnesses and current treatment per San Diego County treatment protocols.”** | **Laptops about $700 eahc for a total of $24,500 and IPads about $600 $21,000** | **one time** | **no** |
| **b2.** | **1 set of 34 Audience Response System Clickers** | **2** | **Goal 6** | **Faculty would like to be able to use the educational clickers as they teach to measure the degree of success with the material they are teaching. We teach for 3 – 8 hour days and the material is fast passes so it is critical that the student can follow along with both understanding and retention of the material. This aligns with SLO in EME 106 “Students will be able to verbalize understanding of the pathophysiology, signs and symptoms for medical illnesses and traumatic emergencies and treat patients according to San Diego County protocols.”** | **$2500** | **one time** | **no** |
| **b3.** | **Document camera** | **3** | **Goal 6** | **When we demonstrate small technical skills or use of equipment having these projectors would enable all the students to see the details of the lesson. This aligns with a typical classroom goal as seen in EME 206 “Identify significance and integration of San Diego County Emergency Medical Services into the paramedic practice.”** | **1200** | **one time** | **no** |
| **b4.** | **3 Flat top TV's for lab rooms** | **4** | **Goal 6** | **We currently video tape all the students simulations for education review by them. The only place we have to do this is the TLC and as they become busier we need to have the ability to do this in our own lab rooms. This aligns with a typical lab goal as written in EME 209L “Student will be able to manage any Obstetrical or Pediatric emergency in a simulation session.”** | **$2850 each for a total of $8500** | **one time** | **no** |
| **b5.** | **3 Video cameras** | **5** | **Goal 6** | **We currently video tape all the students simulations for education review by them. The only place we have to do this is the TLC and as they become busier we need to have the ability to do this in our own lab rooms. This aligns with a typical lab goal as written in EME 209L “Student will be able to manage any Obstetrical or Pediatric emergency in a simulation session.”** | **$180 each total $540** | **one time** | **no** |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **Agument budget to purchase paramedic level equipment (IV catheters, IO needles etc)** | **1** | | **Goal 2** | | **This budget line was cut and we desperately need to increase it back to what it was. We have been lucky to get donations but these are hit and miss. We should have the supplies that we use to train the students. This meets the SLO of successfully treating patients as stated in “Student will be able to manage any medical emergency in a simulation session” EME 207L and 215.** | | **$6000** | | **one time** | | **no** | |
| **c2.** | **6 Hand held radios for student reports** | **2** | | **Goal 2** | | **The radios that we use for EMS reports are held together with tape. We need to replace 6 of them. This meets the SLO of successfully treating patients as stated in “Student will be able to manage any medical emergency in a simulation session” EME 207L and 215.** | | **about $300 each for a total of $1800** | | **one time** | | **no** | |
| **c3.** | **6 Pulse oximetry monitors** | **3** | | **Goal 2** | | **This is a skill that has been added to the EMT skills set and we do not have enough for both EMT and Paramedic. We need 6 of these. This aligns with SLO in EME 106 “Students will be able to verbalize understanding of the pathophysiology, signs and symptoms for medical illnesses and traumatic emergencies and treat patients according to San Diego County protocols.”** | | **$550 x 6 for a total of $3300** | | **one time** | | **no** | |
| **c4** |  | **4** | | **Goal 2** | |  | |  | |  | |  | |
| **c5.** |  | **5** | | **Goal 2** | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **3 Sim Man maintenance agreements** | **1** | | **Goal 1 and 2** | | **Our simulator trainers provide excellent training but we need to maintain their upkeep on an annual basis. These agreements extend the lifetime of the simulators by years. This meets the college’s strategic goals and objectives providing allocation of resources on the basis of department/unit and college-wide priorities.** | | **$2500 each for a total of $7500** | | **one time** | | **no** | |
| **d2.** | **Increase printing budget** | **2** | | **Goal 1and 2** | | **We need to be able to print the most current information for our students and staff as it comes out. We have restricted that with the budget cuts but would like to start to do that again. This meets the college’s strategic goals and objectives providing allocation of resources on the basis of department/unit and college-wide priorities.** | | **$500** | | **one time** | | **no** | |
| **d3.** | **35 New chairs for classroom** | **3** | | **Goal 1and 2** | | **Students are in the classroom up to 8 hours which causes a lot of wear and tear on the chairs. Our chairs are falling apart. This meets the college’s strategic goals and objectives providing allocation of resources on the basis of department/unit and college-wide priorities.** | | **$230 each tor a total of $8050** | | **one time** | | **no** | |
| **d4.** | **Apperson scanner** | **4** | | **Goal 1 and 2** | | **All of our students take scantron tests now. This machine would give us the advantage of faster results to the computer with a more comprehensive item analysis. This will help us with all of our student learning outcome which have to do with test analysis.** | | **$1850** | | **one time** | | **no** | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** | **Full time Clinical Coordinator** | **1** | | **Goal 4** | | **This is a full time job and a requirement of our accreditation. We have had it a 45% but need to increase it to maintain the increasing requirements that we have for records, immunization, equipment and student ride alongs. This meets the college’s goal to recruit, hire, and support diverse faculty and staff to meet the needs of students.** | | **$41,539.09** | | **one time** | | **no** | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** | **Non faculty skills assitants** | **1** | | **Goal 4** | | **One of the strengths our our program has always been our strong lab portion. We have had our budget cut for our non-faculty skills assistants and need to increase it back to its previous funding to provide the support the students need. Right now several staff members are donating hours of time each week to work with the students. This meets the college’s goal to recruit, hire, and support diverse faculty and staff to meet the needs of students.** | | **$25,000** | | **one time** | |  | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **Our facilities are desperately lacking which includes schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.**  **• 4 permanent classrooms (now have 2.5)**  **• 1 simulation room (multi room that can be bedroom, office, kitchen, car, ambulance)**  **• 3 lab rooms (have these, just need updating)**  **• 1 equipment room**  **• 2 simulation rooms**  **• Student library or study room equipped with 2 or 3 computers that would be loaded with NR review questions, EKG interpretation practice strips, etc.**  **• Faculty offices for new faculty and 2 offices for adjunct faculty**  **• All rooms need to have:**  **o Tile or cement, not carpet**  **o Adequate ventilation**  **o Permanent storage appropriate to room**  **o Smart classes for classrooms**  **o Adequate electrical outlets**  **o Appropriate tables and chairs for students**  **o Appropriate locks and security (i.e. panic hardware)** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **Pete Ordille was appointed Regional Faculty for American Heart Association Advanced Cardiac Life Support.**  **Palomar College Paramedic Students now receive advance training in how to respond and manage terrorist related activities. The two courses are conducted by the Department of Homeland Security at highly specialized training centers located in Alabama and New Mexico.**  **The Technical Emergency Response Training Course (TERT) is a four-day training course providing and overview of the terrorist threat, potential targets, and seminars in chemical, biological, radiological, nuclear and explosive events. The students also experience hands on practical exercises utilizing the skills and knowledge learned during the course such as survey and monitoring equipment, decontamination and triage procedures and responding to multiple device incidents. This is done at the COBRATF (Chemical, Ordinance, Biological, and Radiological) Training Facility which is the only toxic chemical training facility in the world. The TERT Training is held in Anniston, Alabama.**  **The Incident Response to Terrorist Bombings (IRTB) is also a four day course providing advanced training in Weapons of Mass Destruction (WMD), with a focus on explosives and incendiary devices as terrorist weapons. Students become familiar with commercial and military explosives, improvised explosive devices, and readily available explosive formulations that have been used by terrorists. Students learn what must be done during incident scene operations to ensure a safe and effective response. Students must complete thirteen modules to complete the course (twelve classroom session, three case studies, three field labs, and supporting practical activities. Students also experience the actual detonation of several explosive devices. The IRTB Training is held in Socorro, New Mexico at New Mexico Tech Energetic Material Research and Testing Center.**  **All training for both of the courses is completely funded by the Department of Homeland Security at no cost to the student or to Palomar College.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **Site visit March 2008. Recommendations to improve Medical Director interaction (which we have done with new form for MD review) and better documentaion of Advisory Committee linking goals to meetings which we have done.** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Our program has the potential to be a large vibrant program. When we cut funding, classes, equipment and supplies we essentially hand the student over to the for profit training programs.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Bruce Fried *Name*** | **Pete Ordille *Name*** | **Michael Finton *Name*** |

|  |  |  |
| --- | --- | --- |
| **Mary Reed *Name*** | **Jennifer Pursley *Name*** | **Adjunct faculty: Steve Marovich, Mike Heckman, Cory Costa, Rick Tallman, Derek Fried *Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than March 11**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by March 18**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by March 18**