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| **Discipline: Emergency Med Edu** | **Date 01/22/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Debi Workman, Pete Ordille, Sarah DeSimone, Michael Finton** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**   + Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**   + Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   Our enrollment appears to have increased by about 21% for Fall 14 which is about what we felt. WSCH is up 15% and FTES is 14 % and total FTEF total is up 18%. Our spring numbers seem higher by our count, so we are enjoying an increase in enrollment and feel this trend will continue for at least the next couple of years. Some of this is due to the fact that construction and accreditation are complete and we are up to full capacity. In addition, we have started an EME club to help us more aggressively recruit new and diverse students. We are starting to work more closely with the local high schools where we have articulation agreements for EME 100. Our success rates have improved by about 6%. It is now 78.8%. Our goal is to be up to a full 80% next year. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   We updated our learning outcomes and have become more active in the SLOAC committee by having one of our instructors appointed to the committee. Our accreditation site visit team commented on our organization and planning including our SLO's and marrying planning resources to equipment, technology and curriculum. We are expanding our offerings to include Tactical Combat Casualty Care (TCCC) and are in the process of developing an on line EME 100 course. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   Our program is accredited by a national body (Committee on Accreditation for the Emergency Medical Services Professional/Commission of Accreditation of Allied Health Educational Programs). Their standards are integrated into our curriculum and operational procedures. Our students are required to pass a national exam to become nationally registered EMT's and paramedics. The pass rates are the main benchmark of our accomplishments. Our pass rates at the EMT and paramedic level remain in the top 10% in both state and national levels. Our self-study and site visit were done last year and we were pleased to have completed them with only one issue of having to document practical exit exams. Overall they were very impressed with our program, facility and faculty.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   We are continuing to evaluate our pass rates and the use of the predictive tests through FISDAP (our skills tracker) and MyBradyLab (textbook resource). We are evaluating a longer program by decreasing the number of days per week the paramedic students are in school, but at this time the students do not want to go any longer even though they complain about the time in the class on a weekly basis. This will require scheduling changes and may require some curriculum changes. We are preparing students for the predicted changes for practical national testing by skills tracking through FISDAP and tying skills practice attempts to success in the internship phase of training and on national tests and skills profile. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   The Labor Market Projections for San Diego/Imperial County EMT/Paramedic shows 8-10 % increase for the next 12 years (130 positions) but at our annual Advisory Committee Meeting, the actual numbers are much higher. The latest numbers from our meeting showed more than 130 positions for San Diego in the next year alone. Much of the increase in numbers is due to the Fire Departments being able to hire after several years of not hiring. The curriculum changes we are looking at are developing and expanding on line courses and updating current courses to any changes in Emergency Medicine. Due to downsizing of our military we are seeing a large need of basic classes there and identifying how best to respond to them. We have forged strong relationships with our local military partners and have participated in joint training sessions with them. With California beginning to offer 4 year degrees at the Community College level we are hoping that we can soon add this to our curriculum, as the local Fire Departments are expecting to see a more robust educational background at hiring. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   Goal One: Develop and use innovative hybrid classes at all levels of training. About half of the instructors completed the POET class and we are still working toward this completing this goal.  Goal Two: Develop and offer new classes (Tactical Combat Causality Care, Advanced EMT, Community Paramedic, and Paramedic Refresher course), as well as expand our continuing education classes (Prehospital Trauma Life Support, Advanced Cardiac Life Support, Pediatric Education for Prehospital Professionals, Pediatric Advanced Life Support). An additional goal includes becoming an American Heart Association ACLS training center. We have put Tactical Combat Causality Care (TCCC) and Paramedic Refresher Courses in the curriculum and hope to have both up and running this year. We have obtained grant funding to help purchase some equipment and instructor training for TCCC. We still are working on the American Heart ACLS training center status and the need for that. We will be working with a local fire department that has been approved for Community Paramedic and will be their testing agency for their program.  Goal Three: Update and upgrade high fidelity simulators. We have received one high fidelity simulator and have a need to increase our numbers of both our pediatric and infant high fidelity simulators in order to meet current standards and state mandated student to instructor/manikin ratios. In order to accomplish this we are in need of 2 infant and 2 pediatric high fidelity simulators.    Goal Four: Develop an Emergency Medical Education Club. We have started this club and have had several outreach activities including CPR training with high schools, Cruising Grand, and Hands Free CPR day. We have also partnered with American Red Cross to sponsor blood drives at the Escondido Center.  Our new goals include continuing development of the TCCC program instructors and training site status, purchase necessary equipment for TCCC, continue partnership with local military agencies, and replace student computers that continue to fail during testing. We also are looking more closely at room usage so we can maximize what we have and identify times that may need more rooms available. With addition of 2 more infant and pediatric high fidelity simulators we will need to double our simulation rooms from 3 to 6 for storage and usage. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **Sim Man Junior** | **Fund 41** | **Goal 2 and 3** | **1.6 and 1.8** | **We have only one Junior manikin and because of state mandated ratios we need 3 groups of students, making it difficult to adequatly educate the group with one manikin.** | **$42,386 each, need 2** |
| **a2.** | **Sim Man Baby** | **Fund 41** | **Goal 2 and 3** | **1.6 and 1.8** | **We have only one Baby manikin and because of state mandated ratios we need 3 groups of students, making it difficult to adequatly educate the group with one manikin.** | **$63,016 each, need 2** |
| **a3.** | **Modular TCCC Training Center** | **Fund 41** | **Goal 2 and 3** | **1.6 and 1.8** | **Per the standards established by National Association of EMT's for the TCCC program, this is the minimum core equipment necessary to run a class. This equipment could also be used for our established Pre-Hospital Trauma Life Support program in paramedic training and could also be used for training in conjunction with both the Fire and Police Academy.** | **$14,000** |
| **a4.** | **Blood pump system** | **Fund 41** | **Goal 2 and 3** | **1.6 and 1.8** | **Per the standards established by National Association of EMT's for the TCCC program, this is the minimum core equipment necessary to run a class. This equipment could also be used for our established Pre-Hospital Trauma Life Support program in paramedic training and could also be used for training in conjunction with both the Fire and Police Academy.** | **$4,200 each, need 2** |
| **a5.** | **6 in 1 trainer** | **Fund 41** | **Goal 2 and 3** | **1.6 and 1.8** | **Per the standards established by National Association of EMT's for the TCCC program, this is the minimum core equipment necessary to run a class. This equipment could also be used for our established Pre-Hospital Trauma Life Support program in paramedic training and could also be used for training in conjunction with both the Fire and Police Academy..** | **$3,500** |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b1.** | **Desk top computers** | **Fund 41** | **Goal 1, 2, and 3** | **1.6 and 1.8** | **We continue to have ongoing issues with our laptops and student testing. All of our testing at both the EMT and paramedic level (over 200 students per semester) are on blackboard. We use this for better student feedback, accreditation required item analysis/test writing, and most important, to prepare the student for national testing. Due to our continued diligence on this we have >95% pass rate. After multiple talks with IS, we have been told that the only way to permanently correct this problem is to install a hard wired lab for our students use. We would be happy to work with the Escondido Center to establish another computer lab that we would have priority usage and then open it up for Center use when we were not in there.** | **$1500 per computer** |
| **b2.** | **Go Pro Video Cameras x 3** | **Fund 41** | **Goal 1, 2, and 3** | **1.6 and 1.8** | **We currently video tape all the students simulations for education review by them. Our cameras are breaking and unable to keep up with our usage. 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.”** | **$1,500 for 3** |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.** | **IV and injection supplies (tubing, catheters, needles, sharp containers, saline)** | **Block Grant** | **Goal 3** | **1.8 and 1.9** | **In order to provide appropriate learning opportunities for our students we need to have appropriate and current supplies and equipment. This is also a safety issue for the student.** | **$5,000** |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** | **Educational travel for local conferences such as CFED, California Paramedic Program Directors meeting.** | **Lottery** | **Goal 1- 4** | **3.3, 3.4** | **In order to meet the goal of student learning, faculty must be current on the latest updates/changes in the local, state, and national levels; as well as maintaining accreditation standards. These meeting/programs allow the instructors to network at the local, state, national and international levels, but more important, to remain current and be part of the changes necessary in the discipline.** | **$5,000** |
| **e2.** | **Fisdap Research Summit in Minneapolis in February 2015.** | **Lottery** | **Goal 1-4** | **3.3, 3.4** | **In order to meet the goal of student learning faculty must be current on the latest updates and changes in the local, state and national levels. These meetings and programs not only allow the instructors to network, but more importantlt, to be a part of the EMS research community as required by accreditation. Fisdap is recognized by CoAEMSP as one of the leading tools in tracking student skills performance as well as research on predicting student performance. These summits allow our staff to perform research of our choice under the guidance of Fisdap ressearch specialists.** | **$1,200** |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **f1.** | **Increase budget to pay for wage adjustment.** | **241100** | **All goals** | **1** | **One of the strengths our our program has always been our strong lab portion. We were able to give them a small raise this year and need to augment this budget line. This meets the college’s goal to recruit, hire, and support diverse faculty and staff to meet the needs of students.** | **$5,000** |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
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| **1.** | **Sim Man Junior** | **Fund 41** | **Goal 2 and 3** | **1.6 and 1.8** | **We have only one Junior manikin and because of state mandated ratios we need 3 groups of students, making it difficult to adequatly educate the group with one manikin.** | **$42,386 each, need 2** |
| **2.** | **Desk top computers** | **Fund 41** | **Goal 1, 2 and 3** | **1.6 and 1.8** | **We continue to have ongoing issues with our laptops and student testing. All of our testing at both the EMT and paramedic level (over 200 students per semester) are on blackboard. We use this for better student feedback, accreditation required item analysis/test writing, and most important, to prepare the student for national testing. Due to our continued diligence on this we have >95% pass rate. After multiple talks with IS, we have been told that the only way to permanently correct this problem is to install a hard wired lab for our students use. We would be happy to work with the Escondido Center to establish another computer lab that we would have priority usage and then open it up for Center use when we were not in there.** | **$1500 per computer** |
| **3.** | **Modular TCCC Training Center** | **Fund 41** | **Goal 2 and 3** | **1.6 and 1.8** | **Per the standards established by National Association of EMT's for the TCCC program, this is the minimum core equipment necessary to run a class. This equipment could also be used for our established Pre-Hospital Trauma Life Support program in paramedic training and could also be used for training in conjunction with both the Fire and Police Academy.** | **$14,000** |
| **4.** | **Sim Man Baby** | **Fund 41** | **Goal 2 and 3** | **1.6 and 1.8** | **We have only one Baby manikin and because of state mandated ratios we need 3 groups of students, making it difficult to adequatly educate the group with one manikin.** | **$63,016 each, need 2** |
| **5.** | **Blood pump system** | **Fund 41** | **Goal 2 and 3** | **1.6 and 1.8** | **Per the standards established by National Association of EMT's for the TCCC program, this is the minimum core equipment necessary to run a class. This equipment could also be used for our established Pre-Hospital Trauma Life Support program in paramedic training and could also be used for training in conjunction with both the Fire and Police Academy.** | **$4,200 each, need 2** |
| **6.** | **6 in 1 trainer** | **Fund 41** | **Goal 2 and 3** | **1.6 and 1.8** | **Per the standards established by National Association of EMT's for the TCCC program, this is the minimum core equipment necessary to run a class. This equipment could also be used for our established Pre-Hospital Trauma Life Support program in paramedic training and could also be used for training in conjunction with both the Fire and Police Academy..** | **$3,500** |
| **7.** | **Go Pro Video Cameras x 3** | **Fund 41** | **Goal 1, 2 and 3** | **1.6 and 1.8** | **We currently video tape all the students simulations for education review by them. Our cameras are breaking and unable to keep up with our usage. 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.”** | **$1,500 for 3** |
| **8.** | **IV and injection supplies (tubing, catheters, needles, sharp containers, saline)** | **Block Grant** | **Goal 3** | **1.8 and 1.9** | **In order to provide appropriate learning opportunities for our students we need to have appropriate and current supplies and equipment. This is also a safety issue for the student.** | **$5,000** |
| **9.** | **Educational travel for local conferences such as CFED, California Paramedic Program Directors meeting.** | **Lottery** | **Goal 1- 4** | **3.3, 3.4** | **In order to meet the goal of student learning, faculty must be current on the latest updates/changes in the local, state, and national levels; as well as maintaining accreditation standards. These meeting/programs allow the instructors to network at the local, state, national and international levels, but more important, to remain current and be part of the changes necessary in the discipline.** | **$5,000** |
| **10.** | **Fisdap Research Summit in Minneapolis in February 2015.** | **Lottery** | **Goal 1- 4** | **3.3, 3.4** | **In order to meet the goal of student learning faculty must be current on the latest updates and changes in the local, state and national levels. These meetings and programs not only allow the instructors to network, but more importantlt, to be a part of the EMS research community as required by accreditation. Fisdap is recognized by CoAEMSP as one of the leading tools in tracking student skills performance as well as research on predicting student performance. These summits allow our staff to perform research of our choice under the guidance of Fisdap ressearch specialists.** | **$1,200** |
| **11.** | **Increase budget to pay for wage adjustment.** | **Unknown** | **All** | **1** | **One of the strengths our our program has always been our strong lab portion. We were able to give them a small raise this year and need to augment this budget line. This meets the college’s goal to recruit, hire, and support diverse faculty and staff to meet the needs of students.** | **$5,000** |
| **12.** |  |  |  |  |  |  |
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| **30.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**