

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional 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, and B.3.)

Department: Emergency Medical Education

Instructional Discipline Reviewed

2007-08

1. 4-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	1,031	1,109	999	1,116	<i>Self Explanatory</i>
Census Enrollment Load* %	86.13%	94.95%	79.16%	78.48%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	3,538	4,191	3,636	3,939	Weekly Student Contact Hours
FTEs	117.92	139.68	121.19	131.30	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	10.22	10.71	10.59	11.71	Total Full-Time Equivalent Faculty
WSCH/FTEF	346	391	343	336	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	2.62	3.62	3.22	3.21	FTEF from Contract Faculty
Hourly FTEF	6.05	5.85	5.67	6.47	FTEF from Hourly Faculty
Overload FTEF	1.55	1.24	1.69	2.03	FTEF from Contract Faculty Overload
Part-Time FTEF	7.60	7.09	7.37	8.50	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	74.39%	66.23%	69.59%	72.58%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	97.78%	99.06%	98.74%	98.29%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	65.62%	69.10%	69.01%	73.58%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	5	11	10	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	5	11	10	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	5	11	10	N/A	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

- Our student enrollment shows a steady increase except 2006 when for unknown reasons our enrollment was down in all of our classes. We have been instructed to decrease our enrollment in the paramedic program due to lack of field sites.
- Our WSCH/FTEF is under the standard of 525 because we are required by state regulation to maintain a 6 student to 1 instructor ratio at the paramedic level and 10:1 at the EMT level.
- Our overload percentage has showed an overall increase which is due to lack of enough staff to teach to classes. We do have some overload by some staff members who want it but none of us want to go over on our overload which two of us have done for the last year.
- Our retention rate is fairly high because most people try to finish the course even if they are unsuccessful at passing.
- Our success rate is low and we believe they are due to weak experiences coming into the courses as well as weak abilities in basic skills and poor study skills.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <ul style="list-style-type: none"> • Add the following classes <ul style="list-style-type: none"> ○ EMT Bridge program as elective for Paramedic Degree ○ Add mandatory open entry open exit lab class for paramedic classes ○ Develop basic skills lab for EMT classes ○ Paramedic Refresher class ○ Become American Heart Association Training Center 	
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <ul style="list-style-type: none"> ○ Require attendance of EMT orientation before entrance into EMT class ○ Look at requirement of ASSET test for EMT students looking specifically at spelling, writing, reading, and study and skills 	

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <ul style="list-style-type: none"> ○ Smart classrooms for all classrooms ○ Overhead projector (similar to Fire Academy) <ul style="list-style-type: none"> ○ In ceiling projectors ○ Smart boards ○ In room computers and blue ray players ○ White boards for all lab rooms ○ EMS kits <ul style="list-style-type: none"> ○ Jackets, masks and personal protection ○ O2 tanks and mechanism to fill tanks ○ PDA's for student use (35) ○ Hydraulic lift gurneys ○ SimMan and SimBaby 2 more each 	

<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <ul style="list-style-type: none"> ○ Apply for grants ○ Continue to ask for equipment budget ○ VTEA 	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Tile or cement, not carpet ○ Adequate ventilation ○ Permanent storage appropriate to room ○ Smart classes for classrooms ○ Adequate electrical outlets ○ Appropriate tables and chairs for students ○ Appropriate locks and security (i.e. panic hardware) 	
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <ul style="list-style-type: none"> • Increase of one full time instructor 	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <ul style="list-style-type: none"> ○ Increase clinical coordinator to full time and update position to professional level of paramedic or RN with appropriate pay ○ Clerical assistant to help with large amount of mandated paperwork that we need to save 	

<p>f. Other</p> <ul style="list-style-type: none"> • Recruitment <ul style="list-style-type: none"> ▪ Need to plan needs to meet needs of local agencies ▪ Need to look at diversity needs ▪ Need to plan where to look for students (cultural events, sporting events, health clubs, high schools, fire academy.) ▪ Set up EME counseling team of diverse group of male/female and representative ethnicity ▪ Update web site to reflect the team 	
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5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.

We have several goals as a department that lead to the final outcome of student success. These actually are linked to the following goals identified in the Strategic Plan 2009. The goals are:

- Facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations.
- Provide exemplary teaching and learning environments and experiences to meet student needs through relevant curricula, innovation, partnerships, technology, research and evaluations.
- Enhance the aesthetic appearance, functionality, cleanliness, accessibility and safety of current facilities, while effectively planning for future needs based on educational programs and services.

To accomplish this our main needs are to:

- Add these classes this summer and next semester and work on the paramedic refresher class:
 - EMT Bridge program as elective for Paramedic Degree.
 - Add mandatory open entry open exit lab class for paramedic classes.
 - Develop basic skills lab for EMT classes.
- Add the support systems of the EMT orientation starting this summer and use of ASSET testing.
- Update our classrooms to provide not only the technology the student needs but the aesthetic environment to learn. Our classrooms are outdated and have worn, torn carpeting that smells after several hours of classroom use (and our students are in class for 4 – 8 hours).
- Based in the increase of class needs our department needs to grow with:
 - One more full time instructor to decrease the overload FTEF.
 - Increase clinical coordinator to full time and update position to professional level of paramedic or RN with appropriate pay.
 - Clerical assistant to help with large amount of mandated paperwork that we need to save for several years as required by our accrediting bodies.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Successful pass rate of EMT classes (EMT 106 and 106L). This is easily measured by student's grades and success. We require an 80% as minimal passing rate. At this time we have about a 60% pass rate at the EMT level and about 75% at the paramedic level. We would like to improve that by 10% at the EMT level and 5% at the paramedic level each year until the EMT is up to at least 80% and the paramedic is closer to 90%.

b. Discuss a learning outcome that is observable yet difficult to measure.

Simulations are done at the paramedic level to determine student's ability to successfully treat a patient. We have tried to make the evaluation of them as objective as possible but there are still some areas that need to be worked on. We are working on several ideas in this area:

1. We have updated the simulation evaluation sheets and should be in our last semester of finalizing them
2. We are re-doing all of our simulations and keeping them in a central place. We have a basic format which needs some minor changes and then we can finalize the simulations. We will have a basic simulation for all disease processes which can be slightly tweaked with each class so the students are not expecting and passing on the simulations from class to class
3. The biggest change will be providing a basic goal with each simulation and having each simulation get progressively more difficult but yet still cover similar skills and challenges for each student. For example the first simulation will focus only on assessment and EMT level skills. The second simulation will include an IV and either a medication or airway situation. In theory we will not only have the rubric for each simulation but also for simulations overall.

7. Describe a discipline accomplishment that you want to share with the college community.

- o National Registry pass rate at EMT level is 88% for first attempts and 98% for first attempts at the Paramedic level.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

None

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

Last site visit September 2003, self study sent in November 2007, next site visit April 7 and 8, 2008.

At the 2003 site visit we were noted to need the following

1. official lab rooms—we now have 3 dedicated lab rooms
2. weak support from medical director—we now have funding to have an active and interested medical director

10. Other comments, recommendations:

Having an increased release time for the director has really helped us find more problems that we have not been able to deal with and we expect that we will only get better and better!!! **We are looking at the next year as a renewal year to strengthen and expand.**

Please identify faculty and staff who participated in the development of the reviewer's planning:

Michael Finton

Pete Ordille

Bruce Fried

Office staff (Reed & Pursley)

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

*** By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.**

*** Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.**