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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Emergency Medical Education

Discipline Name
Emergency Medical Education (EME)

Department Chair Name
Sarah De Simone

Division Name
Career, Technical and Extended Education

Website address for your discipline
<https://www2.palomar.edu/pages/eme/>

Discipline Mission statement

The mission of the EME department is to provide a dynamic education for students of diverse origins, experiences, needs, and abilities. We prepare safe, caring, and culturally sensitive graduates whose professional practice encompasses legal and ethical decision making, empowerment to engaging them to provide patient centered care to a diverse population in a global society. Our program integrates anatomy and physiology, ethics, basic and advanced life support, communication skills, patient assessment, medical and trauma care including both the adult and pediatric patient, transportation of the prehospital patient and specialized training in active shooter responses and tactical operations medicine. We are committed to support our students in their career and educational goals to help them become lifelong learners in an interdependent and ever changing world. Our overall goal is to prepare competent entry-level Emergency Medical Service providers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
AS-Paramedic Training
CA-Paramedic Training
CP-EMT Basic

Please list the names and positions of everyone who helped to complete this document.

Sarah De Simone-Program Director
Ally Do-Career and Technical Education Specialist
Kaylee Donaghy- ADA
Andrew Page- Faculty
Patricia Boyle- Faculty
Michael Finton- Faculty
William Clark- Faculty

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access.
Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

5

Full-time Faculty (FTEF)

4.33

Part-time faculty (FTEF)

8.18

Classified and other permanent staff positions that support this discipline

Career Technical Program Specialist- 12 months/100%
Academic Department Assistant-12 months/100%

Additional hourly staff that support this discipline and/or department

In addition to the adjunct faculty and full time faculty, the department has 10 hourly support staff that are professional experts in the field to maintain mandated student instructor ratios that have been set forth by CAAHEP (the outside accrediting agency for paramedic programs) and Title 22.

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?**Paramedic Program:**

1. Upon completion of the Paramedic Program, the student will have developed the knowledge and skills necessary to demonstrate proficiency in the psychomotor skills necessary to fulfill the role of an entry level paramedic
2. Upon completion of the Paramedic Program, the student will demonstrate competency by performing a thorough patient assessment and integrate pathophysiological principles and assessment findings to formulate and execute a proper treatment plan for a patient experiencing a medical and/or traumatic emergency according to current national, state, and San Diego County protocols.
3. Within 6 months of successful course completion 80% of paramedic graduates will have obtained employment in the EMS system

EMT Program:

1. Upon completion of the Emergency Medical Technician Program, the student will have developed the knowledge and skill necessary to demonstrate proficiency in the psychomotor skills necessary to fulfill the role of an entry level EMT.
2. Upon completion of the Emergency Medical Technician Program, the student will demonstrate competency by performing a thorough patient assessment and integrate basic pathophysiological principles and assessment findings to formulate and execute a proper treatment plan for a patient experiencing a medical and/or traumatic emergency according to current national, state, and San Diego County protocols.

In our last PRP we evaluated the PLOs and all agreed the outcomes (paramedic and EMT) sounded more like goals and did not clearly communicate the depth of the degree/certificate or employer expectations. We were focused on assessing the passing rates of the NREMT exams (cognitive and psychomotor) as they are vital and a student cannot progress to employment without successfully completing these exams. Although our students are passing the NREMT exam on the first attempt and our success rates are well above the national average, we have been advised they are not performing to the standards expected by our industry partners (both paramedic and EMT). Employers are expecting us to graduate students who possess the skills, attitude and cognitive ability to function as entry level paramedics. This was a driving factor that encouraged the department to re-evaluate the PLOs and create new one's that focused on what a student needs to learn and demonstrate to be a successful entry level paramedic and EMT.

We believe the new PLOs, communicate the scope and depth of the degree/certificate clearly and in a meaningful manner and we are able to assess the PLO's with better accuracy as they are not just determined by a (one) exam but based on performance in the entire program and employment. The new PLO's have helped us to re-evaluate our expectations of student progress through out the program and are driving instructional delivery changes in the classroom and lab. If our students cannot gain employment after successfully passing the program, we are doing them a disservice and that needed to change immediately.

How do they align with employer and transfer expectations?

This was also addressed in the question above regarding employer expectations. The PLOs now align with employer expectations to ensure students who complete the program have not only gained the knowledge to be an entry level paramedic but can actually apply what they have learned and are no longer solely focused on passing the NREMT exam.

Describe your program's plan for assessing program learning outcomes.

We assess our PLOs after every paramedic academy and yearly for the EMT classes as it is imperative that we are identifying positive and negative trends in student performance. We incorporate student, clinical/field preceptor and advisory board evaluations in our assessment of the PLOs. These evaluations that are also mandated by CoAEMSP give us a broad perspective on how we are performing as a program. We also assess our course SLOs at least once/year. Our program is heavily based on scaffolding. It is important to identify positive and negative trends at the course level quickly as this can have a direct impact on our PLOs. For example, a preceptor contacted us after a cohort completed their field internship and advised that there were several students who struggled with exhibiting command presence on scene and functioning as a single roll paramedic and also struggled with protocol and pathophysiology knowledge. Several students were unsuccessful in the field during that cohort and that is rare. We concluded we need to change our educational practices during the lab days to emphasize single roll paramedic practices rather than creating simulations that include two paramedics on scene. If we had waited a year or even the three year cycle to assess our PLOs and course SLOs our success rates would have dropped dramatically as we needed to make prompt changes in our curriculum delivery to keep up with the ever changing demands of our employers and the EMS system.

Summarize the major findings of your program outcomes assessments.

In the last PRP we were unhappy with the results and we made some significant changes in how we were running simulations for the paramedic program. We incorporated simulations that focused on the single role paramedic to address the issues of time management and command presence and decision making on scene. Unfortunately, COVID 19 hit and the paramedic program was suspended. We are now waiting for the paramedic cohort that was impacted by COVID 19 to course complete so we can evaluate the outcome. We are incorporating new simulation for the EMT program that focuses on the single role EMT for the same reasons. This was introduced this fall.

We are also noticing that students are applying with little experience and barely meeting the minimum requirements. The students are entering this fast passed program already behind. This makes it very difficult for them to learn and retain the information necessary to be successful. In the past we have allowed students who don't currently meet the prerequisite requirements to apply to the program as long as they meet the prerequisite requirements by the first day of class. We made the decision to now require students to meet the prerequisites upon submitting their application. This is to ensure students who are being interviewed for the academy are well prepared. There are four paramedic programs in the county and fortunately we all work very closely. All programs have agreed to increase the minimum experience required to apply to a paramedic program from 1040 hours to 2000 hours of EMT experience. This has been enforced for the upcoming academy beginning in January 2021. Interviews for Cohort 57 will take place in November. We are curious to see if the applicant base will be stronger resulting in a stronger paramedic cohort.

We have also identified that the delivery of instruction is in drastic need of change. Currently we deliver instruction via "death by power point" with a "sage on the stage" approach. It is proven that we only retain 10% of what we hear but we continue to just lecture, gorging students with information and then having them purge that information on a quiz of 70-80 question the very next day after an 8hr lecture. We then wonder why they cannot remember anything. We are working to flip our classrooms, incorporate more interactive lesson plans, create daily quizzes (rather than tests) and have a weekly exam that covers all material learned that week. We are also looking closely at the content and weeding through the nice to know and the need to know. We need to get rid of the "fluff" and deliver the content that is vital to the success of the student. This is something we are still working on.

As stated above, we are also changing our lab days to create simulations that align with the current practices in the field. The other issue is ensuring we are clearly communicating the changes to the prerequisite classes (EME 106/106L and EME 175/175L). The EMT and paramedic prep classes are designed to prepare the students for the paramedic academy. We will need to make curriculum changes to these classes so they align with the expectations of the paramedic academy.

We want these changes to be effective, therefore we will be working over the summer and plan to implement in fall 2019.

We are happy with our pass rate on the NREMT exam for the EMT-Basic program but still would like to see it higher. Currently 82% of our EMTs pass the NREMT exam. This is much higher than the national average but we would like to see 95-100%.

The major issue we are having is coming together as a department and creating a clear step by step plan to change the instructional delivery to our students. There are three full time faculty members trying to quickly learn their roles and responsibilities as well as a large cadre of adjunct and skills instructors that are struggling to adopt the changes that are being made in the department. We have had several department meetings and we feel like we are making progress but not as quickly as we would like.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

CPE-284

CAT-42

AS-17

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Decreased

What factors have influenced your completion trends?

We have seen a significant increase in the Certificate of Achievement completions. This is a result of requiring the paramedic students to fill out the CAT form during their exit/program completion interview. We have also noticed an increase in AS degrees. We attribute this to former students coming back and completing their degrees.

We have noticed a significant decrease in CPE yet the enrollment and success rates have remained steady. This is a concern and we are curious if, we all of the changes occurring and the impact of COVID, if enrollment services might be a little behind in processing the CPEs. The certificates are collected upon the completion of each course and sent to enrollment services so we know are students are completing the forms.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

No

How have these factors presented challenges for your program(s)?

No

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

We set our standard to meet the college standard as well as the accreditation standard but based on our trends we are well above that and need strive for our stretch goal.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

We discussed realistic expectations and assessed course success rates. Overall all of our EME courses achieve course success rates between 71%-85%. We believe we can consistently achieve the stretch goal of 80%.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?

In the last PRP we updated our SLOs in all courses. They are now carry more meaning rather than assessing student pass rates on the NREMT exam. We have incorporated the assessment of therapeutic communication and affective behavior. Our students not only need to be able to appropriately assess and treat a patient but they must also learn the art of effective Therapeutic communication and being able to exhibit empathy and compassion. We are able to assess these attributes during simulations and in the clinical and field setting.

Summarize the major findings of your course outcomes assessments.**EME 100:**

We are continuing to struggle with enrollment and although we were pleased to see the success rate increase in 2019. We have not had the need to offer our night classes on the Escondido campus and had to cancel the Thurs night class on the Fallbrook campus this fall. We believe the low enrollment is a result of students taking the class while in high school, offering classes the same time HE 104 is offering classes in San Marcos and adding the Fallbrook class. Many students have classes at San Marcos and it is easier for them to stay there then have to travel to ESC. We still offer two day classes at ESC, and a FT2 Hybrid class on Camp Pendleton each semester. Our success rate is hovering in the high 70th percentile and retention in the day classes in Escondido sit in the high 90th percentile. We had one issue with retention in the hybrid course in spring 2020 and we attribute that to the COVID 19 outbreak.

Although we have been offering EME 100 as a prerequisite for the EMT courses for years we are noticing that students are not coming in as prepared. We have had multiple department meetings regarding this issue and we have concluded the Emergency Medical Responder course is not longer meeting the needs of the students. The scope of practice for EMTs and the fact the county has transitioned to single roll paramedics requires students graduating from the EMT program have a much stronger working knowledge and ability to perform. In the past San Diego Co. EMS Agency operated with 2 paramedics on an ambulance. Now they have transitioned to 1 paramedic and 1 EMT. Although the students learn the basic anatomy, physiology and treatment of certain diseases in EME 100, they are entering the EMT program with poor communication skills, a lack of understanding of medical terminology and cannot perform a patient assessment. In a critical situation a single roll paramedic relies heavily on the knowledge and skill of the EMT partner. We have developed a new course (EME 105-EMT Prep) that we hope to begin offering in Fall 2021. There will be more emphasis on patient assessment and communication skills with 7-10 hands on lab days. We have also developed a non credit course (NMEDC 901) that addresses specific weakness that were discovered during a needs assessment (reading comprehension, study skills and medical terminology)

EME 106/106L:

The EMT Basic course is doing well however we would like to see the course success rates increase to achieve the stretch goal of 80%. We are hoping the new EME 105 course will better prepare the students for the rigorous curriculum encountered in the EMT program. We have also developed a non-credit course (NMEDC 902) that addresses specific weakness that have been discovered during a needs assessment (pharmacology, medical math and medical terminology). Our NREMT pass rates continue to exceed the national standard at 71% but this is a big drop from the 82% we have been in the past. We implemented the FISDAP predictive exam, and made this exam mandatory as part of the assignments required for course completion. This was just implemented in spring 2020 so we are awaiting results from NREMT. We are continuing to update the PowerPoints and encouraging instructors to consider a flipped classroom. If there was a silver lining to COVID 19 it would be that instructors are actually implementing techniques of a flipped classroom without necessarily knowing it (requiring discussion and/or assignments to be completed prior to attending the synchronized Zoom lecture. We are still working on utilizing the FISDAP exams as the high stakes exams rather than the ones we have created. These exam have been validated where ours have not. We will then compare the overall success of the class to see if there is a difference and if all classes should change. We remain pleased with the success rates on the psychomotor exam as 100% of the students who took the exam passed. We are working on simulations and encouraging instructors to create hyper realistic simulated environments that will immerse the student in the simulation. This type of training will help the EMT students to develop entry level EMTs.

EME 175/175L

Looking at the 5 year stats, this class tends to wax and wane. This is a mandatory prerequisite for the paramedic program and most students will not enroll in the class until they are ready to apply to the paramedic program resulting in the varying enrollment numbers year to year Retention is good at 99% and success rates have increased. This course was designed to help bridge the gap in knowledge between a working EMT and paramedic student candidate. We have noticed that even upon completion of this course students are still lacking the basic skills to pass the entrance exam. We met as a faculty and concluded we needed to increase the class from a 6 week meeting schedule to an 8 week meeting schedule and refocus the curriculum to pathophysiology, medical math, pharmacology and cardiology. We also need to restructure the labs to incorporate simulations that fall in line with assessments and treatment that is being performed in the county. We have implemented the new changes this fall and are awaiting the results.

Paramedic Academy (EME 206/206L, 207/207L, 208/208L, 209/209L, 210, 211, 212, 215):

We continue to achieve the SLOs with EME 206-212 losing only 1 or 2 students in the didactic/clinical portion of the program. We only lost 1 student in the field (EME 215) in the spring and we are very pleased with this result. This is much better than the previous year where we lost 6 student/cohort (we run 2 cohorts/yr). The written protocol exams will be enforced from this point forward. The first time pass rates of NREMT increased from 84% in 2018 to 91% in 2019. We are pleased with this result and believe it is a result of implementing remediation requirements that were mentioned in the last PRP. The other noticeable change is in the realism of the simulations. We reverted back to one chief complaint and static simulations. This is a result of faculty not knowing how to operate the simulators and not having simulation

curriculum that clearly identifies objectives and steps to make the simulation hyper realistic. We have now hired a full time faculty member that specializes in simulation. There is evidence based research that proves a direct correlation between the effective implementation of hyper realistic simulation and field pass rates. We will be working on the simulation curriculum over the fall and spring. The goal is to help students develop the knowledge and skills necessary and the confidence and ability to apply what they have learned in the field setting and meet the expectations of an entry level paramedic.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

The paramedic and EMT programs lead to multiple careers. The most popular career that our students seek is Fire Fighter/Paramedic or Fire Fighter/EMT. We know many of our students seek out employment as Paramedic/EMT on an ambulance, flight paramedic, and SWAT paramedic. Other use this experience to transfer into field such as becoming a Registered Nurse, Physicians Assistant, Medical Doctor, Respiratory Therapist, X-Ray Technician, and Ultrasound Technician.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Students need to possess knowledge in customer and personal service, public safety and security, biology, transportation, psychology, mathematics a English, speech communication.

Students need to possess the skills to critically think, coordinate and problem solve, as well as actively listen, speak effectively, make sound judgements, and value service orientation and social perceptiveness. They also need to have the ability to read and write and show effective time management and scene management.

Students need to posses the ability to possess deductive and inductive reasoning, information ordering, reaction time, oral comprehension and expression, written comprehension, speech clarity and recognition, auditory comprehension, memorization, arm and hand steadiness, manual and finger dexterity, depth perception, and physical strength

How does your program help students build these KSA's?

The KSAs are all discussed in the didactic environment, however, we help build these qualities during the labs and the use of high fidelity simulation. The students need to have a solid foundation and understanding of customer service, public safety, biology, psychology, math, English and speech communication. The theory can be discussed in the classroom but there are so many different situations they may encounter and these encounters are not in normal day to day environments.

We create simulations that help students practice the skills and abilities needed to effectively manage a patient in crisis. We try to expose the students to as many situations they may see in the field and how to handle these situations (combative patient, patients under the influence, dying patient, child abuse, elder abuse, death of a loved one, multi-casualty incidents, behavioral emergencies, management of chaotic scenes/dangerous scenes). We cannot expose our students to every environment or situation they will encounter but by creating simulations that encourage students to critically think, communicate with a variety of patient populations, and mitigate unfavorable situations we feel we are preparing them with a solid foundation to function in the field and continue to learn.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

The EMT students are required by Title 22 to complete 24 hours of observation in an ER and on an ambulance to successfully course complete.

The paramedic students are required to successfully pass clinical internship of no less than 172 hours and a field internship of no less than 480 hours.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

The observation shifts the EMTs must complete exposes them to what they will encounter on an ambulance or in the ER. This gives them of idea of what to expect upon employment with an ambulance agency, fire department or in an ER.

The paramedic students are required to pass a rigorous clinical and field internship and upon completion of this internship they have gained the knowledge and skills consistent with a entry level paramedic.

How do you engage with the community to keep them apprised of opportunities in your program?

We attend almost all of the community outreach events offered by Palomar College, local high schools and any job fairs that we are invited to. We are working with an articulation agreement with Escondido Unified School District and may have a dual enrollment opportunity coming up.

What is the regional three-year projected occupational growth for your program(s)?

I am unable to find a 3yr projected growth but there is a 13.7% increase in the projected growth over the next 10yrs. This is in SD county alone. State wide there is an estimated 21.1% increase. In several surrounding counties such as Orange, LA and the Inland Empire there is an estimated 23-27% increase in job openings.

What is being done at the program level to assist students with job placement and workforce preparedness?

Fortunately employers are coming to us and asking if they can speak with the class about their agencies and upcoming employment opportunities. When these agencies call we do everything we can to ensure they have the opportunity to come and speak with the class. It is not uncommon for several of our paramedic students to pass their field internship with a fire department and then be offered a full time fire fighter paramedic position. We have began a unique relationship with Escondido FD where our top students are nominated to audition with Escondido FD. If they pass the audition they are offered an internship and upon successful completion they are given a conditional job offer. In the last cohort, 3 students interned, were successful and were all offered and accepted full time positions.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

Our last advisory board meeting was held in April 2019 and we were unable to meet April 2020 as a result of COVID 19. The last meeting focused on paramedic internships and the lack of preceptors. This has not been a problem for the past 2 cohorts and all of our students have been placed without issue. Agencies also advised students who have successfully completed an EMT or Paramedic academy are not passing employment entrance assessments. The agencies explained that although paramedic and EMT students are passing the course and the NREMT exam, they are struggling with communication and critical thinking. We believe we are addressing this issue by the change in instructional delivery in the simulated environment by focusing on training students to manage a scene as a single role paramedic. This includes helping them develop effective time management and delegation skills and develop effective communication among crew members and therapeutic communication with patients and family.

What are the San Diego County/Imperial County Job Openings?

There is a projected growth of 13.7% in San Diego Co over the next 10yrs with 48 annual openings/year. Imperial Co has a projected growth of 12.5% in the next 10 yrs with 4 annual openings/year. We feel that this is not an accurate representation of the demand. Multiple Fire agencies are hiring and the private agencies are hiring on a consistent basis. Many of the CTE websites are behind on data. This results in an inaccurate representation of the actual need.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Expansion of Contract Education classes offered and integrated with Community CE Education Program (non-credit) Specifically EMT and Paramedic Refresher classes

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We have explored offering several classes (ACLS, PHTLS, TECC, PEPP, BLS, EMT Refresher, Paramedic Refresher) via Contract Ed but have not actively pursued these offerings. We will need to create the curriculum for the EMT refresher and Paramedic refresher courses that can be utilized either face to face or via distance learning. The ACLS, BLS, PHTLS, TECC and PEPP all have set curriculum. We just need to begin to market effectively to attract enough students to run a course and make it cost efficient.

Outcome(s) expected (qualitative/quantitative)

The topics in the refresher classes will change yearly as we want to the class to deliver the most up to date research and educate paramedics and EMTs on emerging topics. We anticipate a very good response, and improved enrollment, as this will make obtaining CE's that are required for licensure renewal much easier and allows students access to a variety of classes that would not be available to them otherwise.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

It is our duty as an educational institution and program to ensure we are providing access to continuing education classes that are required by national, state and local mandates to maintain certification and licensure of the paramedics and EMTs in the county.

Expected Goal Completion Date

12/31/2021

Goal 2

Brief Description

Remove EME 100 from the EMT certificate of proficiency and offer the newly designed course EME 105 (EMT Prep). This course will provide enough units to transition the EMT Basic Certificate of Proficiency to a Certificate of Achievement

Is this a new or existing goal?

New

How will you complete this goal?

The course is ready to go and has already been approved to offer through curriculum. We are not just updating it so we can offer it via Distance Ed. This course is part of the OEI grant and will be ready for the approval process by November. 25th. The instructors who teach EME 100 were actively involved in developing the course so there will be no learning curve associated with launching this course.

We need to request a change of course in the EMT program. The course will now carry enough units to award a Certificate of Achievement rather than a Certificate of Proficiency.

Outcome(s) expected (qualitative/quantitative)

We made the decision to create this course based on multiple needs assessments of the students enrolled in EME 100 and their progression to EME 106/106L. We found that students were really lacking knowledge in crucial areas such as medical terminology, document writing and soft skills such as the ability to effectively communicate. This course has incorporated lab days and flows much like the EMT course and will better prepare students for the EMT program.

After students complete this course we anticipate them to be better prepared for the EMT course, increasing the success rate in the EMT and helping student to be better prepared for the field.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This course aligns with the departments mission statement to provided a dynamic education for students of diverse origin, experiences, needs and abilities, in a safe and caring environment. This course demonstrates our commitment to supporting our students and ensuring our courses are preparing them to meet their career and educational goals.

Expected Goal Completion Date

6/1/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Academic Department Assistant

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability Untitled

The ADA position fills a critical need as the duties this individual performs is vital to success of the department:

1. Works alongside the department chair to create and implement a cost efficient and sustainable budget
2. Has the permissions to access PeopleSoft and submit payroll. Our department can encounter up to 10 (average 4) payroll changes/week as a result of instructors being sent out to fires on strike teams or forced hired at the station.
3. Works alongside the Program Director/Department Chair to create the semester schedules/assignments and keeps W2W (the online scheduling system utilized by the department) up to date and ensure it matches payroll and submits SIS sheets to instructional services.
4. Answers phone calls and student questions.
5. Works alongside enrollment services to help enroll students into the labs
6. Works alongside the faculty to ensure all supplies needed for the semester have been ordered and accounted for.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

No

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

Without an ADA, the responsibilities listed above would fall on the department chair who is already the paramedic academy program director. The added duties to the chair/director would not be attainable. The EME department must have an ADA to adequately support the critical needs of the department

Strategic Plan 2022 Objective

3:5

If the position is not approved, what is your plan?

The department will not be able to function without an ADA. If we are not approved we will need to look for alternatives such as part-time hourly employment or release time for a full time faculty member to complete the tasks of the ADA.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

We have been notified that our continued self study report to renew the Paramedic Programs mandatory accreditation status is due May 1st. The site visit will follow shortly after and we will need to make sure there is enough funds in the budget to pay for the \$3500 site visit fee along with the yearly medical director fee of \$6000, the CoAEMSP annual accreditation fee of \$1700, annual CAAHEP fee of \$600 (5000) We also need to maintain our Short Term (skills instructors) funding at \$40,000 and we can just roll the 4000 accounts as they have been sufficient.

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

sdesimone@palomar.edu

Review

Chair Review

Chair Comments

Chair completed the report. No comments

Chair Name

Sarah De Simone

Chair Sign Date

11/2/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Excellent program review.

The faculty are a huge reason this program is so successful. It is a very complicated program and requires a lot of support from the faculty and staff. Success rates are good. Goals are appropriate and attainable.

Areas of Concern, if any:

Program Director serves as the department chair as well and this is not a good model with the current amount of reassigned time. The VPI and Dean are working on making some adjustments to this concern.

Recommendations for improvement:

Dean Name

Margie Fritch

Dean Sign Date

11/6/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name

Vice President Sign Date