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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Career, Technical and Extended Education

Department Name

Emergency Medical Education

Department Chair Name

William Clark

Discipline Name

Emergency Medical Education (EME)

Department Chair email

wclark@palomar.edu

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

Sarah De Simone

William Clark

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. We provide empowerment that allows them to engage, and provide patient centered care to a diverse population in a global society. We are committed to support our students in their career and educational goals to help them become life long 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

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) Permanent Faculty and Staff Count**2) FTEF LINK****How many permanent or full-time faculty support your discipline (program)?**

5

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

3.69

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

7.34

List the classified and other permanent staff positions that support this discipline.

Academic Department Assistant
Career Technical Program Specialist

List 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 and evaluate your programs, including their program 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:

Psychomotor Proficiency

1. Upon completion of the Paramedic 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 paramedic.

Paramedic Care and Principles:

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.

EMT

Psychomotor Proficiency:

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.

EMT Care and Principles:

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.

Last year we changed the PLOs to better communicate the scope and depth of the degree/certificate. We are happy the PLOs as it has allowed us to focus on the entire program as a whole and not just base our assessment findings on the results of a standardized exam. The PLOs also align with the new outside accreditation (CoAEMSP) requirements student must achieve to successfully course complete.

How do they align with employer and transfer expectations?

We fortunately have wonderful working relationships with the employers and the feedback we are getting is our students are well prepared in protocol and pathophysiology knowledge, but they lack the ability to apply what they have learned in the didactic environment into a field setting. This is at the Paramedic and EMT levels. By removing our focus from students passing the NREMT exam, and focusing more on training the student via the use of high fidelity simulation and utilizing hyper-realistic situations, we are helping our students develop the skills necessary to critically think through situations and apply what they have learned in a live setting. This allows us to address some of the negative feedback we are getting from the industry partners.

We are really struggling at the EMT level and many of the EMTs that are successfully course completing the program are not getting hired by the largest ambulance company in the region. When we asked why, it went back to application of knowledge. This information was a driving factor to do away with the prerequisite course for the EMT program and develop a brand new course that will better prepare students in the area of communication and patient assessment. Our theory is a student who is better prepared for the EMT course will be better prepared upon successful course completion. This new prerequisite course goes live in spring 2022.

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

We have decided to assess the PLOs yearly. The driving factor behind this decision is based on outside accreditation requirements and the need to know what is working and what is not working at both the course and program level.

For the paramedic program, we are required to complete an annual review of the program. This review is comprehensive and includes attrition rates, surveys from students, field and clinical preceptors as well as surveys from our advisory board. We incorporate these evaluations in our assessment of the PLOs.

We also assess the course SLOs yearly as the outcomes from the course SLOs have a direct impact on the PLOs. We cited an example in the last PRP pertaining to the paramedic program. We were receiving feedback that the students were lacking command presence on scene and had difficulty managing the call. We determined this was a result of creating simulated environments where the student go used to and became dependent upon their "partner" who also happened to be functioning as a paramedic. We now implement simulations that include single roll and dual paramedic situations. This has better prepared our students to function in a single roll level increasing success in the field internship and positive feedback from the preceptors.

By assessing the EMT PLOs yearly, we were able to see the negative trend in attrition as well learning that our students were not well prepared for the field. As mentioned above, this was the driving force behind creating a new prerequisite course for the EMT program.

Summarize the major findings of your program outcomes assessments.

In the 19/20 PRP we were unhappy with the results and I just want to take time to recap on what we did and how the changes are continuing to improve program outcomes. The results from 2020 are going to be a bit behind because of the pandemic and the major delays and changes that occurred. We will be using 19/20 and 20/21 results to explain a comprehensive outcome.

Here is what we have done at the Paramedic Level:

We transitioned from simulations that incorporated a dual paramedic platform to simulations that focused on the single role paramedics. We did this because of negative feedback we were receiving from field preceptors industry partners. The students were lacking command presence, time management, scene management, delegation and communication skills. The dual paramedic training environment created a "crutch" as the students were able to rely on their partner if they were struggling. Also, the county has moved away from dual paramedic platforms to single role paramedic platforms. We addressed the above issues by creating single roll paramedic simulations.

Cohort 55 graduated in December 2020 and 56 graduated in August 2021 and we only one student was unsuccessful in each cohort. We have received positive feedback from the preceptors but would like to assess the outcomes a few more cohorts but are confident we will continue to see positive results. Cohort 57 is currently in the field internship and will finish up sometime in December-early January.

We also noticed that students were 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 was enforced beginning with Cohort 57. Although we had a decrease in the number of applications we received, we saw a drastic change in the knowledge and skill level of the applicants. They seemed more prepared and this has so far been a proven fact as we did not lose any students in didactic or clinical as a result of poor academic performance. The cohort is currently in the field and all are doing well. If they all pass, I believe this will be a first in the history of the program.

Disclaimer, this is copied and pasted from last years PRP as we have yet to address this issue.

We have also identified that are 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.

This is the same for the EMT Program. The students take daily quizzes but nothing comes of the results of the quizzes. We just move on to the next subject.

We are not happy with our pass rate on the NREMT exam for the EMT-Basic program we are continuing to decline in the first time pass rate. We dropped from 81%-75%. This is also consistent with our retention and successful course completion rates.

The Paramedic pass rates are holding strong a 91% first time pass and 100% upon the 3rd attempt.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

AA/AS

Associate in Arts Degree 2 1

Associate in Science Degree 10 8 14 10 17 24

AA/AS Total 12 8 14 10 18 24

Certificate

Certificate of Achievement 8 8 14 15 42 54

Certificate of Proficiency 363 292 547 354 284 167

Certificate Total 371 300 561 369 326 221

Grand Total 383 308 575 379 344 245

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 1 major obvious factor that resulted in a decrease in completions of Certificates of Proficiency for the 20/21 year.... The Covid 19 Pandemic. Although we were very fortunate to have been given the opportunity to continue to offer classes we had to cut 3 EMT courses beginning in Fall 2020. This definitely accounted for the decrease in course completions in the 2020/2021 academic year.

A positive factor influencing the completions trends is the increase in the number of paramedic students applying for Certificates of Achievement. The numbers jump from an average of 11 per year to 42 in 19/20 and 54 in 20/21. In the past, we advised the paramedic students to fill out a certificate of achievement but never bothered to tell them where to get the petition, how to fill it out or where to send it. We now give them the petition during the exit interview, explain to them the importance of receiving the certificate and how to fill it out. We then hand deliver the petitions to the enrollment office.

After looking at the rest of the trends, we tend wax and wane. The outlier is 17/18. This is the year we added an additional EMT class and raised the class caps from 30-40. The boost in enrollment was nice but trying to manage 40 EMT students was not ideal nor sustainable.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

First and foremost, the brilliant and dedicated faculty and staff that works so hard to help mentor and guide the students to success as well as the unwavering support of college administration and the Foundation. Our rigorous curriculum and tough but realistic expectations of our students. We also have some of the most up to date technology and high fidelity simulators. We have a great relationship with our industry partners and we are know as the premier paramedic program in San Diego Co.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

The major challenge we face are staffing issues. The majority of our adjunct faculty are full time fire fighters and with wild fires and staffing shortages, they are unable to commit time at the college. This has resulted in a handful of instructors to pick up the slack and although they do so willingly, they are getting tired. We fortunately just hire 3 more adjunct and have a few more in the pipeline.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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 outside 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. We are noticing some interesting trends within the EME 106/106L course. Fall success rates average in the low to mid 70 percentile. Spring is much higher averaging in the mid 70 to low 80s percentile and summer was in the high 80s to mid 90s percentile in yrs 15, 16 and 17. It dropped to 78% in 18 and 19.

Seeing these numbers gives us confidence that we can consistently hit the 80% stretch goal.

Day classes have a higher success rate than evening classes in the summer but is reversed for spring and fall.

Those is the 20-24 age category have a consistently lower success rate and those 25-49 consistently have the highest success rate.

Retention is good across the board.

Paramedic course success rates for EME 206/206L, 207/207L, 208/208L, 209/209L and 210 are consistent in the upper 90 to 100 percentile. EME 215 waxes and wanes from the mid 70 percentile to the 90 percentile.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

1. Upon course completion, the student will be ready to enter the EMT program by demonstrating competency of first responder principles as listed in their text by passing a final exam with an 80% or better.
2. Students will demonstrate proficiency by successfully passing the written and practical exam according to American Heart Association (AHA) standards.

Not much has changed since the last PRP. 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 again this fall. We believe the low enrollment is a result of HE 104 offering the same class at the same times. Overall success is very poor in the 50th-70th percentile and this is extremely concerning and disappointing. We know that some students learn better in a "brick and mortar" environment. We really need to sit down with the lead instructors of this course and see figure out how to create an online environment that will help the students be successful. The students who are meeting the SLO by passing the class with an 80% are not prepared for the EMT course. This was discovered via needs assessment and was the driving factor to create EME 105.

EME 106:

1. Upon course completion the student will demonstrate a basic understanding of the anatomy, physiology and pathophysiology of the body systems by passing written quizzes and exams with an 80% or better.
2. Upon course completion the student will demonstrate appreciation for a thorough patient assessment and integrate basic pathophysiological principles and assessment findings to formulate a proper treatment plan for a patient experiencing a medical and/or traumatic emergency based on national and local protocols by passing written quizzes and exams with an 80% or better.

EME 106L:

1. Upon course completion, students will demonstrate the ability to perform basic EMT skills according to the County of San Diego and national standards.
2. Upon completing two 12 hour clinical shifts (one hospital and one ambulance) students will demonstrate the ability to conduct a complete and appropriate patient assessment based on complaints, signs and symptoms in a clinical and field setting.

The EMT Basic course is steady. No major changes from last years assessments for EME 106, which we consider a positive since all lecture classes have moved to distant learning. Fortunately we have been able to offer labs in the face to face environment and we did notice something very positive and pertains to SLO #2 for EME 106L During Covid spring, summer and fall 2020, students were not allowed to attend any clinical or field observation shifts. A temporary MOU was issued by the state and county EMS departments allowing programs to use high fidelity simulators and hyper realistic simulations to train students in lieu of the 24 hours of clinical and/or field observations days. These extra, patient assessment simulation days made a significant positive impact on the students ability to perform basic EMT skills, perform thorough EMT level patient assessments and formulate proper treatment plans. The state allows for up to 12 hours of simulation in lieu of observation days. We are looking into possibly having the students only complete one 12 hour observation on an ambulance and complete the other 12 hours via high fidelity simulations. We know this was a good change as we are receiving positive feedback from employers. They are noticing students are coming out more prepared. We are also hoping the new EME 105 course that will be offered in spring 2022 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) but have only been able to offer it once. We are offering this course in spring 2022.

Our NREMT pass rates are still not where we would like them to be. We are still sitting right around the low to mid 70 percentile. 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. The latest results are from 2019. We continue to update the Power Points and encouraging instructors to consider a flipped classroom. We remain pleased with the success rates on the psychomotor exam as 100% of the students who took the exam passed. We are continuing to work on simulation creation and encouraging instructors use moulage help to create hyper realistic simulated environments that will immerse the student in the simulation.

EME 175:

1. Upon completion of this course the student will demonstrate a basic understanding of the anatomy, physiology and pathophysiology of the cardiac, respiratory and nervous system by passing quizzes and exams with an 80% or better.
2. Upon course completion the student will integrate their knowledge of pathophysiological principles and assessment findings to formulate a proper treatment plan for a patient experiencing a medical and/or traumatic emergency based

local protocols.

EME 175L:

1. Upon course completion the student will perform 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 based on national and local protocols.
2. Upon completion of this course the student will demonstrate proficiency of basic life support skills by passing a skills exam.

Paramedic Prep is one of those classes that keeps you guessing. This course was designed to help bridge the gap in knowledge between a working EMT and paramedic student candidate. The success and retention rates wax and wane from semester to semester and that has been the trend for the past 5 years. At first we thought that maybe we needed to expand the class from 6 weeks to 8 weeks to give the students more time to retain and apply what they have learned but the numbers are staying the same. We met as a faculty and believe the change from a 6 week course to an 8 week course is a step in the right direction but now we need to focus on the curriculum and restructure the labs to incorporate simulations that fall in line with assessments and treatment that is being performed in the county. This has been implemented in the Fall 2021 and we will assess the outcomes next year.

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 fall and we are very pleased with this result as the students in Cohort 55 and 56 were directly impacted by Covid. We also believe the new requirements for admission have resulted in stronger paramedic students who are more prepared. We are continuing to work on simulation creation and we hope to implement EMSTesting by spring 2023. 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. We would really like to begin implementing creative instructional strategies and begin moving away from the sage on the stage death by Power Point. This is proving difficult because so many are comfortable with Power Point and struggle with moving out of their comfort zone (adult learning 101-we are afraid to fail). We need encourage and help each develop new strategies to help with confidence and implementation.

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.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

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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? If so, how would the new or emerging careers impact your future planning?

Emergency Medical programs can lead to multiple different 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 and a new and emerging career in behavioral medicine.

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

Student must apply critical thinking, coordination and problem solving, active listening, speaking effectively, making sound judgements, and value service orientation and social perceptiveness is important. They also need to have the ability to read and write and show effective time management and scene management. 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.

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

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 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 in the field. This gives them an 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 an entry level paramedic.

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

Prior to Covid, we attend almost all 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)?

According to the Employee Development Department (EDD) , there is a 17.1% increase in the projected growth over the next 10yrs. in San Diego. Statewide, according to One*NeT there is an estimated 11.1% increase. Unfortunately, California has zero data to report on Career One Stop.

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 begun 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.

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

The last advisory board meeting was on April 23, 2021. There was several significant points that were brought up.

1. The fire departments in the county are in a staffing crisis. Many of the departments have transitioned from a platform of dual paramedics on an ambulance to a single roll paramedic (paramedic/EMT). EMTs who are wanting to attend the paramedic academy must resign or transition to part-time. This only exasperates the staffing shortage and it also places a huge financial burden on the student. After discussing possible solutions, we decided to create a part time, shift based paramedic academy. This academy will allow students to remain full time with the departments and still attend the academy. This will help with the staffing shortage and relieve any undue financial stress on the student.
2. We offer preceptor workshops for currently licensed paramedics who are interested in precepting paramedic students. We discovered the preceptor training was vastly different from program to program. We are now working on universal curriculum that all programs will use to ensure consistency of training.
3. We are up for re-accreditation and submitted our Continued Self Study Report to CoAEMSP in May. At the time of the Advisory Board Meeting we were still working on it. We have since received the executive analysis back and have some minor issue to correct before the site team comes in the 3rd or 4th quarter of 2022.
4. We agreed we need a stronger data bank of quiz and exam questions for the EMT and Paramedic Programs. We are working the Platinum Group to achieve this goal. The Platinum Group offers a program called EMSTesting. This program includes a large data bank of quiz and exam questions that have been vetted and are considered valid and reliable. We would like to transition both the EMT and paramedic programs over to EMSTesting.

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

According to the Employee Development Department (EDD) , there is a 17.1% increase in the projected growth over the next 10yrs. in San Diego. 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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Hyper-Realistic Simulation Lab Creation

Is this a new or existing goal?

New

How will you complete this goal?

We already have a lot of the equipment/props needed to create simulated environments. For example, one of the assigned lab rooms will be transformed into a skilled nursing facility room. We just need to add suction to the wall, put up a partition, make the bed and place some pictures on the wall. We will need a facilities request order to remove the overhead projector and lectern from the rooms. Each room will have a theme.

Outcome(s) expected (qualitative/quantitative)

Creating a hyper-realistic environment immerses the student in the simulation. This along with the use high fidelity simulators has been proven to increase retention and better application of knowledge leading to higher success rates in the field internship.

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

This goal aligns with our department mission statement as it supports our overall goal of preparing competent entry level paramedics and EMTs. It also aligns with SP 2:4, SP 4:2

Expected Goal Completion Date

5/31/2022

Goal 2

Brief Description

EMSTesting

Is this a new or existing goal?

New

How will you complete this goal?

We have already established an account with Platinum Group and we are currently using Platinum Planner for the paramedic students. We just need to purchase EMSTesting and then begin working on the quizzes and exams for both EMT and Paramedic. This will be a time consuming process and will need to be delegated out among faculty. We believe the best process will be to accomplish this in a series as to not overwhelm anyone. For example, the paramedic academy has 4 "blocks", Intro, Medical, Trauma and OB/Peds. We will first start with Intro Block. There are a total of 21 quizzes and 1 high stakes block exam. We will divide up the 20 quizzes among the 5 faculty members (4 quizzes each). We will complete this task within 6 weeks. We will then meet to discuss the quizzes and make any appropriate changes. Once that is done we will move on to Medical Block and follow the same process. There are over 110 quizzes in the paramedic program and assigning 25 quizzes at once can be overwhelming. We will follow the same process for EMT.

Outcome(s) expected (qualitative/quantitative)

Right now we are using quiz questions that have not been vetted, validated or proven reliable. Most are written at a knowledge recall level and they do not meet accreditation requirements. By creating a quiz with questions that are tied to objectives, have been vetted and are valid and reliable we will be able to better assess student learning progress leading to better success.

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

This goal aligns with our department mission statement as it supports our overall goal of preparing competent entry level paramedics and EMTs. It also aligns with SP 2:4, SP 4:2.

Expected Goal Completion Date

12/1/2022

Goal 3**Brief Description**

Professional Development Training for Faculty to Learn How to Use the Simulators

Is this a new or existing goal?

New

How will you complete this goal?

We will create professional development online and face to face training for instructors to attend who teach in the EME labs.

Outcome(s) expected (qualitative/quantitative)

Right now only a handful of instructors know how to operate, trouble shoot and properly maintain the high fidelity simulators. The lack of knowledge is resulting in simulators not being handled properly causing them to break, not properly using them causing software and connectivity issues or just not using them at all or to their fullest capacity. Once instructors are trained, we will see a decrease in the number of simulators broken, we will not have to take the time to reformat and they will be used at their fullest capacity creating the hyper realistic simulation the students need.

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

This goal aligns with our department mission statement as it supports our overall goal of preparing competent entry level paramedics and EMTs. It also aligns with SP 2:4, SP 4:3.

Expected Goal Completion Date

6/1/2022

Goal 4**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. It also aligns with SP 3:3 and 3:4

Expected Goal Completion Date

12/1/2022

Goal 5**Brief Description**

Secure a Permanent Site to Offer TECC

Is this a new or existing goal?

New

How will you complete this goal?

We will meet with the owners of strategic operations and draft a contract.

Outcome(s) expected (qualitative/quantitative)

By utilizing Strategic Operations as a training facility, we will have full access to one of the most premier training locations in the United States. Frequently used by top tier Special Operations groups within the US military, this facility offers the very definition of "real-world" training. By having Palomar's Paramedic program run their final day scenarios at such a facility we will better prepare our medics by hyper-realism training scenarios. What Strategic Operations specializes in, and has developed from the ground up, is what is known as "stress inoculation" training. What this entails is creating such a training environment that the paramedic student has a real-world physiological response to training and must perform at such a level that their medical aptitude is put to the test. The student has spent the first two days developing proper muscle memory and now under stress, can recall those medical interventions, and still try and use critical thinking skills to successfully complete a variety of high-threat medical tasks. In all, the high stress environments created at Strategic Operations with the use of Hollywood special effects, real amputee actors, surgical cut-suits, and blank firing weapons, will create the best prepared paramedic class for threat-based medicine.

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

This goal aligns with our department mission statement as it supports our overall goal of preparing competent entry level paramedics and EMTs. It also aligns with SP 2:4, SP 4:3.

Expected Goal Completion Date

1/31/2022

RESOURCES

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Career Technical Program Specialist 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

EME has grown exponentially in the past 5 years. While our programs have been growing, the amount of paperwork and job responsibilities have grown with it.

The accrediting body (CoAEMSP) has added more requirements, statistics and data that must be fulfilled and reported to remain in compliance with their policies and procedures.

There has also been a growth of changes our clinical affiliates. Hospitals and agencies are now requiring a lot more from our program and from our students. The amount of documentation that we must provide and complete for each student has grown tremendously.

With two paramedic cohorts a year, five Paramedic Prep courses, five to eight EMT courses and three EMT prep courses with an average of 30 students per class, the amount of paperwork and data that must be collected, sorted through, tracked, and sent to affiliating agencies has become an over 40 hour/week job and that does not account for the time it takes to place all the students at clinical sites and sign students up for ride alongs and observations shifts. This is all more than one person can realistically accomplish within the time constraints established by the agencies or in a 40 hr work week. If the documentation is not submitted in time, students are not allowed to attend clinical or field internships resulting in a failure of course completion.

Then there is the amount of paperwork that must be gathered, sorted, and evaluated an input into the system for all graduating students is another very time consuming task. The amount of documentation that needs to be tracked for paramedic students throughout the program and the continuation tracking of job placements after they have graduated that must be completed per our accreditation requirements has grown as well.

Moreover, the number of corresponding emails, phone calls, in-person meetings with students and the public that we get daily can keep one so busy that it is hard to get back on track with the many other responsibilities. The list can go on, but these are some of the many items that have affected our growing department. We need more help to stay on track, stay compliant, and keep this department running smoothly.

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

This will assist in more efficient department operations which we believe will assist in more district efficient operations. My apologies, I don't know if I quite understand this question.

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.

To put it simply, if we want the programs in the department to remain in compliance with outside accrediting bodies, we need more help. The only other solution is to decrease class offerings.

Strategic Plan 2022 Objective

2:4

3:3

3:4

3:5

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

If we are not approved for a full-time position, we will request a part-time position. We have done this before, but the employees do not stay long and we are right back at ground zero.

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

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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.

After speaking with Yesenia these are the budget considerations and concerns:

140010: We are requesting more funds in the 140010 unrestricted budget pool for non- instructional salary funds to pay for work that needs to be done on NOHE's.

500010: We are requesting more funds in our 500010 unrestricted budget pool for operating expenses, such as if items were damaged, we could get them repaired, or this would also be the category we use to rent a facility where we do special training. One of the facilities we rent for TECC training is \$750.00. We also need to make sure we have funding for all of the accreditation expenses, especially next year as the CoAEMSP Site Team will be coming and that fee alone is about \$3500.

400010: We are requesting funds in the 400010 unrestricted account for department supplies that may be needed for office needs

We had a little bit of funds in a 400010 unrestricted account, but those funds were swiped this year. I told Skip we may have to meet with Ambur Borth to discuss this to see if the funds can be given back, but I have been swamped in work without enough time to properly look at all the budget data. I am hoping to have time this week to get that together.

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

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

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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