



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Career, Technical and Extended Education

Department Name

Emergency Medical Education

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Emergency Medical Education (EME)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

William "Skip" Clark

Department Chair email

wclark@palomar.edu

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

Sarah DeSimone
William Clark

Website address for your discipline

<https://www.palomar.edu/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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

We provide career and technical education to students who want to pursue a career in Emergency Services. We create a diverse and equitable education environment through multiple instructional deliveries (online, face to face and hybrid), lab, clinical and field experiences/education. Our ability to provide continuing education helps support the college's mission of providing life long educational opportunities.

Link: [Vision, Mission, and Values](#)

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

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

☐ Yes ☐ No

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

☐ Yes ☐ No

List all degrees and certificates offered within this discipline.

AS-Paramedic Training
CA-Paramedic Training
CP-EMT Basic

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

5 Full-Time.

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

4.16

Link: [FTEF Data](#)

6.53

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

2 Classified Staff:

Academic Department Assistant-12 month employee

Career Technical Program Specialist-12 month employee

3 Full Time Faculty- 10 month employees with 100% workload

2 Full Time Faculty- 11 month employees with 60% workload and 40% release time (one is Department Chair and one is the Program Director for the EMT and Paramedic Programs)

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

We have 56 hourly staff that are a mix between short term hourly (Professional experts) and Adjunct Faculty. The weekly hours vary for each employee based on their availability.

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](#). 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? Please explain.

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, however, we do not have a method of evaluation listed in the PLO. We are going back to the drawing board to make some adjustments so the PLOS are measurable. 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?

Paramedic Program:

We fortunately have wonderful working relationships with the employers. We continue to receive positive feedback with many preceptors and agencies advising us we have the most well prepared students/interns. This is great news as previous feedback was not as positive. Although some students still struggle with application, this is to be expected and it takes some students a bit longer to develop. It appears our decision to decrease our focus on solely training to the student on how to pass the cognitive and psychomotor exams, and place more focus more on training the student's on how to apply what they have learned and assessing that progress via a variety of different evaluation processes has worked. Our continued use of high fidelity simulations utilizing hyper-realistic situations and appropriate stress inoculation is proving to help our students develop the cognitive, psychomotor and affective skills necessary to critically think through situations and apply what they have learned in a live setting. The refocus has not decreased success rates on the NREMT exam. We are still holding strong at 100% pass rates for the psychomotor exam and 96% pass rates on the cognitive exam and we also have a 100% employment rate 6 months after graduation.

EMT Program:

We are still struggling with course attrition at the EMT level. We are close to almost 50% attrition. This is not acceptable and we need to find ways to help our students succeed. One step we have taken was to begin offering EME 105 in Fall 2021. This is the new prerequisite course and came to fruition after conducting a needs analysis on EMT attrition. The previous prerequisite was a broad overview of basic first aid. This is great for the layperson but did not offer enough training in specific areas such as patient assessment techniques, therapeutic communication, and recognition and treatment of life threats. We have not been able to really assess if this class is making a difference yet. Our plan is to speak with research and planning and have them filter students who have taken EME 105 vs the old prerequisite and look at course completion rates. Anecdotally, the feedback we are hearing from the EME 105 instructors is that they are seeing huge progress in the students throughout the semester in EME 105. We are confident we will begin to see improvement in course success once they enroll in EME 106 (EMT course). A more prepared EMT student will lead to more competitive and competent employee. Also we believe that transitioning back to a face to face instructional delivery will also help better prepare the students as we know not all students thrive in the online learning environment and this have been a big culprit in the drop of success and retention of EMTs students.

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 for the EMT and Paramedic Program as the outcomes from the course SLOs have a direct impact on the PLOs.

Summarize the major findings of your program outcomes assessments.

We need to look back at the last 2 PRPs to really understand what we have accomplished and areas we still need to address.

Paramedic Program:

In the 19/20 and 20/21 PRPs we identified that San Diego Co. EMS was transitioning from a dual paramedic platform to a single role paramedic platform. This impacted entry level paramedic students because upon course completion and seeking employment, these students no longer had the opportunity to be paired with a veteran paramedic. They are being paired with EMTs and at times these EMTs are entry level as well. We recognized this transition and changed the lab and high fidelity patient simulations from a simulated dual medic platform to a single role paramedic platform. Upon re-evaluation of this change, we have received positive feedback from the preceptors and have decreased the number of field internship failures.

In 19/20 we also identified that we were accepting students into the paramedic program that had very little experience working as an EMT on an ALS ambulance. We increased the number of hours a candidate must work as an EMT from 1040 to 2000 hours, preferring ALS experience. With this change, we are now seeing more qualified candidates and a paramedic academy that has more experience and is thriving.

We still need to work on in class instructional delivery methods.

EMT Program:

We continue to struggle within the EMT program with attrition and completing students who are well prepared for the work environment. The EMT students must course complete with a strong working knowledge as they are no longer being hired to work on BLS ambulances. They are going straight to the ALS system and need to be prepared for that environment.

We are confident that the new EMT prerequisite (EMT Prep) will make a big difference in not only course success but also the strength of the EMT upon course completion.

We also need to work on the instructional delivery in the classroom and create a more robust didactic environment. Again, we are confident we can successfully accomplish this as we will have better prepared EMT students as a result of EMT Prep.

We have also seen a drastic dip in the NREMT cognitive exam success rates. We are down in the lower 70% and we need to get back up to the 90% mark.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess.

[Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

Our courses support the following GE/ILOs:

1. Critical A: Critical Thinking:

One of the most important aspects of training within the Paramedic and EMT Programs is helping our students develop effective critical thinking skills as they need to be able to gather information, process that information, formulate and execute plans and do so without bias or assumptions.

2. Critical C: Teamwork

Teamwork is another extremely important skills that EMT and Paramedic students must possess upon completion. There are multiple people and agencies involved in EMS care and the student must be able to interpersonal, problem-solving, time management, and other collaboration skills in a team environment

3. Community B: Ethical Awareness

Paramedic and EMT students can find themselves in a variety of situations requiring ethical considerations whether it is honoring a DNR, recognizing holistic treatments, refusal of transports etc. EMT and Paramedics must make decisions rooted in integrity, understanding and acceptance. We incorporate discussions and scenarios that address ethical decision making in the programs.

4. GE: Foundational Knowledge of Discipline

We help the Paramedic and EMT students develop foundational methods for inquiry and analysis. They must possess these attributes to be successful entry level paramedics and EMTs.

5. GE: Integrative Learning

The Paramedic students come into the program with some level of work based learning as they are all active and working EMTs. During their training in the Paramedic program they must pass a Capstone field internship.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

The mapped GE/ILOs are all attributes the paramedic and EMT must possess to gain employment. After assessing the course outcomes, we believe we are successfully training the Paramedic and EMT students in the mapped GE/ILOs. 100% of the paramedic students who do course complete are employed within 6 months and the majority go the EMT students who course complete and seek jobs in EMS are employed within 6 months.

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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Paramedic Program	2016-17	2017-18.	2018-19.	2019-20	2020-21	2021-22
Certificate of Achievement	8	14	15	42	54	22
EMT Program	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Certificate of Proficiency	292	548	354	284	167	211
Degrees Awarded	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Associate in Arts Degree					1	
Associate in Science Degree	8	14	10	17	24	10

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

☐ Increased ☐ Stayed the same ☒ Decreased

Choose one

What factors have influenced your completion trends?

The completion trends for Certificate of Achievement in the Paramedic Program have steadily increased except for 2021/2022. Factors influencing the increase in completions trends is the increase in the number of paramedic students applying for Certificates of Achievement. 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. The decrease in 2021/2022 was a result of how we have restructured the schedule for both paramedic academies to better align with work and training schedules. Prior to 2021/2022 academic year, there were 2 academies graduating each academic year (one in Dec and one in May). With the restructuring of the schedules, we now have one academy graduating in December/January and once academy graduating in July. This results in only one academy graduating each academic but still graduating 2 academies each calendar year.

There has been a tremendous drop in program completions within the EMT program. One explanation is result of Covid physical distancing precautions and having to cancel 2 EMT courses for the 2020/2021, and 2021/2022 academic years. This resulted in 60 less students per semester. We are also struggling with attrition within the EMT program and have addressed the needs assessment and potential solution to increase completion rates.

Are the courses in your discipline required for the completion of other degrees/certificates?

☐ Yes ☒ No

Do you have programs with 7 or fewer completions in the last 5 years?

☐ Yes ☒ No

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.

What is your program standard for the NUMBER of program completions?

36

Enter the number of completions per academic year.

Why did you choose this standard?

The above field will not allow me to document EMT course completions so I will explain here:
Paramedic Program: We strive for 40 course completions per academic year. We accept 24-28 paramedic students per cohort and offer 2 cohorts per academic year. Our program goal for course completions is 75%. This is where we establish our standard for number of course completions at 36.

EMT:

We offer 6 sections of the EMT course in the fall and spring and 2 in summer. Each section caps at 30 students. This results in 420 students per academic year. Our program goal for course completions is 75%. This results in our program standard of 315 per academic year.

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.

What is your stretch goal for program completions?

40

How did you decide upon your stretch goal?

Our stretch goal for Paramedic Program is 40 program completions per year or 85%. We believe this is a realistic goal and we will reach this goal based on the number of changes we have made to the program that will better prepare the students.

Our stretch goal for the EMT Program is 360 program completions per year or 85%. We believe this is a realistic goal and we will reach this goal based on the number of changes we have made and continuing to make to the program that will better prepare the students.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the College when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

☐ Increased ☐ Stayed the same ☒ Decreased

Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

☐ Increased ☒ Stayed the same ☐ Decreased

Were these trends expected? Please explain.

These trends were expected. We are still recovering from the pandemic. We were forced to cut 2 EMT sections, 1 paramedic prep section and 2 EME 100 sections during the pandemic. We are now back up to offering all courses and sections, but that will not reflect until the next PRP.

Please use wsch/ftef and fill-rate.

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.

As mentioned in the last PRP, a major contributing factor to the success of the program are the brilliant and dedicated faculty and staff that work so hard to help mentor and guide the students to success as well as the unwavering support of college administration and the Foundation. Also, our rigorous curriculum and tough but realistic expectations of our students also leads to the success of the program as well as having some of the most up to date technology and high fidelity simulators. We also have a great relationship with our industry partners and we are known as the premier paramedic program in San Diego Co.

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

Staffing continues to be a major challenge. The majority of the hourly faculty are employed with fire departments and ambulance agencies. Many are sent on wild fire strike teams and it is not uncommon for them to be forced to work extra shifts because of the paramedic and EMT shortage in SD Co. When an instructor is unable to work their assigned day, it is difficult to find someone to cover. There are times we are forced to run labs with not enough instructors. We are actively hiring qualified instructors to build a bigger pool and hopefully decreasing the staffing shortage.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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?

75.0%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

☐ Increased ☐ Stayed the same ☒ Decreased

Was this expected? Please explain.

Course success rates are different for each course with possible explanations:

EME 105: Not enough data yet

EME 106/106L: Course success rates have decreased significantly for courses offered in the fall from 85% in 2017 to 69% in 2021. The courses offered in the spring have a slight decrease but nothing compared to fall. Summer courses have also steadily decreased from 2017 but have remained steady in 2019-2021. We again believe course success is directly related to how prepared the student is coming into the course. We are confident that EME 105 will better prepare the incoming EMT students leading to higher success. The other major contributing factor is the transition from face to face delivery to online delivery of instruction because of the pandemic (the years we are seeing the decrease in success). We know that online learning is not for everyone and we strongly believe we will begin to see an increase in success rates now that we are back to face to face instructional delivery and will be able to realistically meet the 85% stretch goal.

EME 175/175L: Course success for Paramedic Prep seems to wax and wane. We do need to update this course and make several revisions and re-focus some of the curriculum. For example, we are noticing that the majority of paramedic students struggle with medical math and home medications. We need to incorporate these topics in EME 175. This course is also treated like a regular college course. We need to create a more structured and accountable environment. This will help students stay on track and better prepare them for the paramedic academy. The other major contributing factor is the transition from face to face delivery to online delivery of instruction because of the pandemic (the years we are seeing the decrease in success). We know that online learning is not for everyone and we strongly believe we will begin to see an increase in success rates now that we are back to face to face instructional delivery and will be able to realistically meet the 85% stretch goal.

Paramedic Program (EME 206-209, 210 and 215)

The didactic courses (EME 206-209) have consistent success rates anywhere from high 90s to 100%. The same goes for EME 210 (clinical internship). EME 215 has waxes and wanes between the upper 70s and upper 90 percentile. This is to be expected as some students just need more time to develop in the field internship. They will come back and remediate and then go back into the field internship. At this time every student who repeats field has been successful.

We have noticed that females have lower success rates than males, hispanic and multi-ethnicity have lower success rates and age groups 19-24 have lower success rates.

What is your stretch goal for course success rates?

85.0%

How did you decide upon the goal?

Fall success rates are still averaging in the low to mid 70 percentile. Spring still remains a bit 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 but has been on a downward trend.

Day classes have a bit of a higher success rate than evening classes and we have noticed that FT courses have dropped dramatically in the years where instructional delivery was online. 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.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5

years?

☐ Increased ☒ Stayed the same ☐ Decreased

Was this expected? Please explain.

Retention has stayed the same. This is expected as most students are unsuccessful on the final exams or they voluntarily drop after census.

Are there differences in success or retention rates in the following groups? (choose all that apply)

- ☐ When or where (time of day, term, location) ☐ Gender
☐ Age ☐ Ethnicity
☐ Special Pop. (Veteran, foster youth, etc.)

Are there differences in success/retention between on-campus and online courses?

☐ Yes ☒ No ☐ N/A

Please share any best practice methods you use for online courses.

As with many, the entire instructional faculty were/are very new to online course presentation. It was difficult to keep the class engaged so making sure we asked a lot of questions and called on students through out the lecture seemed to keep them engaged. We are open for any other ideas as we would like to offer a mix of hybrid courses and face to face to reach as many students as possible.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

EME 105: Not enough data to assess yet

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 still not performing at the level we would like but we have a strong suspicion we will begin to see higher success rates based on the fact we are not back delivering instruction face to face and we have launched EME 105 and made it a mandatory prerequisite.

EME 106L has a 100% success rate on the NREMT psychomotor exam which is good but we also want to see students course completing with more applicable skills and able to apply what they have learned at critical thinking and synthesis level and not just knowledge recall level.

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 have offered this course in spring 2022 and fall 2022 and we are hearing very positive feedback.

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 FSDAP predictive exam, and made this exam mandatory as part of the assignments

required for course completion. This was implemented in spring 2020 and we are seeing no difference in pass rates. This practice exam has a fee. We need to discuss if we should continue to make this a mandatory assignment for the students.

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 mannequin help

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

EME 105 is offered on weekdays, evenings, and on weekends. We also offer this course at the Escondido, Fallbrook (starting 2023) and Camp Pendleton sites. We are going to poll the students to see if a FT would also accommodate schedules

EME 106/106L is offered on weekdays and evenings. This course is also offered at the Fallbrook (starting 2023) and Camp Pendleton sites. It is offered as a full term or FT course. We also want to continue to offer a section or two as hybrid to accommodate students who cannot always travel to campus

EME 175/175L is offered as a Fast Track course and is offered on weekdays. We need to look at making this a full term course and offering it in the evenings as well. We also want to continue to offer a section or two as hybrid to accommodate students who cannot always travel to campus.

The Paramedic Academy is offered during the week (M-Th). We have discussed the idea of a night paramedic course but it would significantly extend the length of the program and we did not receive positive feedback for that type of course offering.

We also want to continue to offer a section or two as hybrid to accommodate students who cannot always travel to campus

How do you work with other departments that require your course(s) for program completion?

The only courses that are required by other departments is EME 106/106L. Since we offer so many courses at different times and sites, we have had no scheduling conflicts.

Does your discipline offer cross-listed courses?

☐ Yes ☒ No

Are there curriculum concerns that need to be resolved in your department? What are they?

Yes, we need to complete the course review for every course as it has been 2 years. We also need to work on our SLOs

Are there courses that should be added or removed from your program - please explain?

Not at this time. We cleaned up Meta last year

How is the potential need for program/course deactivation addressed by the department?

We discuss the course as a faculty and with the Dean of CTEE to see determine if the program/course should be deactivated and the type of impact it will have on not only our department, but other departments.

Are there areas you would like to expand?

We would like to develop and begin offering a Paramedic Refresher course. We would also like to clean up the curriculum for the EMT Refresher course.

Describe any data and/or information that you have considered as part of the evaluation of your program.

We look at outside accreditation standards as part of our evaluation process.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

Is the content in the program mapper accurate?

☐ Yes ☒ No

What needs to be corrected in the mapper?

We need to update the prerequisite courses and the program map is not included for the paramedic program. We need to get this included ASAP

Is the content in the catalog accurate?

☐ Yes ☒ No

What needs to be corrected in the catalog?

The Paramedic Credit Program needs to be updated.
1. Minimum number of hours needs to be changed from 6 months to 2000 hours of EMT experience

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

☒ Yes ☐ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

We are having a faulty meeting on Oct. 10 2022 and this is on the agenda for discussion and inclusion.

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 O*net Link below) 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.

Link: <https://www.onetonline.org/>

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, having 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 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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. According to Career One Stop, California is expecting to increase to 15% compared to 11% for the rest of the United States.

<https://www.careeronestop.org/toolkit/careers/occupations/occupation-profile.aspx?keyword=Paramedics&onetcode=29204300&location=California>

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

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?

April 13, 2022. We discussed increasing the amount of preceptor training workshops for paramedic internships and the steps we are taking to increase the success rate in the EMT program

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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

According to the Employee Development Department (EDD) and Onet , there is a 11% increase in the projected growth for paramedics over the next 10yrs. in California and is considered a "Bright Look" career path. EMTs have a projected 15% growth over the next 10 yrs and is also considered a "Bright Look" career path. Although both careers are on the bright look list, we feel there is a greater demand than 11% for medics and 15% for EMTs. Just about every fire department in San Diego Co is not fully staffed with paramedics or EMTs and they cannot seem to hire enough qualified applicants to become fully staffed.

Include short- term # of projected job openings and long -term # of projected job openings

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 ☐ No

What have you done to integrate work-based learning?

The EMT program is mandated to send students to a 12 hour field observation shift on an ambulance and a 12 hour observation shift in an ER.

The Paramedic program is mandated to send students to a clinical internship at a hospital and field internship with a fire department or ambulance agency

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 and internships allow students to apply what they have learned in the classroom in a real world setting preparing for employment upon course completion.

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

We attend multiple Career Days both at the local high schools and fire departments focusing on Career opportunities in the community.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP 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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We are still working on updating both the EMT and Paramedic Refresher courses and we need to work with Contract Ed to work on marketing and pricing for the CE courses

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

Goal Status

☒ Completed ☐ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We have successfully deactivated and un-crosslisted EME 100 and are now offering EME 105.

Goal 3

Brief Description

Hyper-Realistic Simulation Lab Creation

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We are still working on getting the rooms set up. IS and facilities are still in the process of removing items that are not needed and we are still working on getting props for the rooms. We are hoping to have all rooms set up by the beginning of the year.

Goal 4

Brief Description

EMSTesting

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We are still working on getting this set up for the paramedic students. It takes time as we are having to create all new test banks and also modify the questions to incorporate San Diego Co specific protocols. This will just take some time but we would like to have EMSTesting up and running by Fall 2023.

Goal 5

Brief Description

Secure a Permanent Site to Offer TECC

Goal Status

☒ Completed ☐ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We now have a contract with Strategic Operations to offer TECC. We received strong workforce funding this year to pay for the cost of the use of the facilities but we would like to continue to use this site and will continue to ask for funding each year.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

Upon reviewing the VfS goals, the EME department actively supports VfS Goal 1B. We have implemented a new prerequisite course for the EMT program. This course will better prepare the students for the EMT course increasing success rates and certificate completions.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

VfS 1A: The Paramedic and EMT Programs have a lot of Certificate that are issued but very little degrees. Students are usually only a few classes away from earning an Associates Degree but are either unaware or do not have the motivation or funds to pursue it. We are working on the course mapper and our plan is to counsel EMT and Paramedic students and provide each student with a personalized map that will lead to a degree and not just a certificate. We would like to see degree completions increase to 30% within 3 years. This does not seem like a lot, but considering only 4 or 5 graduate with a degree each year, this would actually be a significant increase.

In the previous sections of this PRP, 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.

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

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?

☐ Yes ☒ No

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☒ No

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 ☒ No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

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

☒ Yes ☐ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or

remodels, should come through the long-range facilities planning process.

Facilities Requests

Facility Request 1

What are you requesting?

We are requesting the following classrooms receive a fresh coat of paint

ESC 819, 820, 821, 824

We are requesting the lecterns and over head equipment are removed from the following classrooms:

ESC 816, 816A, 816B, 816C, 821.

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

ESC 824 needs a fresh coat of paint and damage on the walls from pictures that were hanging. The other classrooms just need a fresh coat of paint as it has been almost 10 years. These are lab rooms so they tend to get a little scuffed up when training the students on how move patients and the gurneys in tight spaces.

We need the lecterns to be removed so we have the space needed to create hyper-realistic simulated environments for student training.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

This will provide a more inviting learning environment for the students, and will also provide the environment needed to train the students for different situations they may encounter in the field.

c. What are the expected outcomes or impacts of implementation?

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.

d. Timeline of implementation

Fall 2023

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

We are not sure as we need to meet with facilities to see what it would cost to paint the rooms.

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

This goal aligns with our department mission statement as it supports our overall goal of preparing competent entry level paramedics and EMTs.

What Strategic Plan 2022 Goal/Objective does this request align with?

- | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

We do not believe there will be a huge impact. Rooms just need a fresh coat of paint and lecterns and projectors moved out that are no longer used.

Will you accept partial funding?

☒ Yes ☐ 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?

☐ Yes ☒ No

☒ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

sdesimone@palomar.edu