

Entry #: 65 - Career, Technical and Extended Education**Status:** Submitted**Submitted:** 4/1/2024 7:22 AM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Career, Technical and Extended Education

Department Name

Emergency Medical Education

Microsoft_List_ID**Discipline Name**

Emergency Medical Education (EME)

Department Chair Name

William Clark

Department Chair email

wclark@palomar.edu

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

Sarah Desrochers

William (Skip) Clark

Website address for your discipline<https://www.palomar.edu/eme>**Discipline Mission statement**

Discipline Mission statement

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

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

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

Yes

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

No

List all degrees and certificates offered within this discipline.

AS-Paramedic Training

CA-Paramedic Training

CP-EMT Basic

BASIC PROGRAM NFORMATION: 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)?

7

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

3.82

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

10.24

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

2 Classified Staff:

Career Technical Program Specialist-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)

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

We have 55 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.

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Stayed the same

Was this expected? Please explain.

The overall course success for EME has been steady for the past 5 years for each semester. There is definitely better success in the summer courses with an average success rate of 88%, spring has an overall average of 83% and fall is lower at 78%. To better understand why there is a difference among semesters we need to look at each individual course.

EME 105 is a fairly new course and was designed to better prepare students for the EMT course as we had noticed a steady decline in success rates in the EMT course. The course was first offered in Spring 2022. The success rate was not where we wanted it.

Adjustments were made and there has been a substantial increase for summer 2022/2023, fall 2022/2023 and spring 2023.

EME 106/106L is still struggling with course success, although it appears EME 105 may have an impact as the course success rates for EME106/106L has increased in 2022 and 2023. Fall has the lowest success rate.

EME 175/175L is showing a steady increase in success for the past 5 years going from success rates in the 70% to now the 80%.

EME 206/206L, 207/207L, 208/208L, 209/209L, 210, 211,212 and 215 has remained steady.

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

Increased

Was this expected? Please explain.

Retention rates have remained steady for all EME courses with an average of mid 90%. This is expected. Our goal is to have our success rates mirror our retention rates

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

When or where (time of day, term, location)

Age

Gender

When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Spring and summer courses seem to have the highest success rates in EME 105, 106, 106L, 175, 175L. The courses in the paramedic academy remain consistent. Fall consistently has the lowest success rates for EME 105, 106, 106L, 175, 175L. We need to meet as a faculty to discuss these results and find out why so we can then create a plan to bridge the gap.

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Male students have consistently had a higher success rates in EME courses until 2023 where we saw a swing. For the first time in 5 years, female students out performed male students. In the past, there have been fewer female students compared to male. We are now seeing a positive change. We are seeing more female students enrolling in the entry level courses and we are seeing an increase in the number of female applicants for the Paramedic Program and we are averaging 3-4 females per cohort. We need to continue to work with the fire departments and participate in the Women's Empowerment Camps and continue to recruit and promote the EMS profession in high schools.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

Although not a huge difference, the 25-49 age group consistently out performs the younger age group. This is explainable as the courses and profession require life experience. Those with life experience are going to perform better. We will continue to mentor the younger group and we encourage student develop study groups.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We have created 3 non credit courses that help prepare students for the EME courses. We are also applying for SWF to develop a student success program. This will allow us schedule 3-4 open lab/study sessions that are proctored each week. We are also going to begin assigning mentors. It has been clearly demonstrated success rates increase when students have access to mentors

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[EME 0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)
31.5 KB

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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.

Degrees and Certificates Awarded (Count)

Academic Year AT APD Student Count Column Labels

Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

AA/AS

Associate in Arts Degree 1

Associate in Science Degree 8 14 10 17 24 10

AA/AS Total 8 14 10 18 24 10

Certificate

Certificate of Achievement 8 14 15 42 54 22

Certificate of Proficiency 292 548 354 284 167 211

Certificate Total 300 562 369 326 221 233

Grand Total 308 576 379 344 245 243

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[EME 2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)
30 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

Paramedic Program:

We have a dedicated group of faculty that diligently work together to ensure we are creating a consistent learning environment. We have equipment and manikins that allow us to create hyper realistic simulations that prepare students for situations they will encounter in the field and they are able to use the same equipment that is used by our industry partners. We continue to have 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. We continue to 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. Certificate of Achievements have remained steady.

EMT Program:

We are noticing an increase in course success rates and we believe this is a result of the EME 105 prerequisite course. We have good retention rates but we would like to see a continued increase in success rates in the EMT course. Although we have seen positive results since going back face to face, we believe we need to offer 1 or 2 EMT courses in the partially online environment to increase accessibility and help students who have to work and cannot always make it to the campus. We would like to start this in Spring 2025. We have seen a decrease in enrollment after Covid but this year we actually filled every EMT course. The decrease in enrollment has resulted in a decrease in the number of Certificate of Proficiencies that are issued.

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

We are very limited with space and that is limiting us from growing and creating alternative schedules that will provide more accessibility to classes and the programs we offer. We frequently have to ask to use the fire tech rooms.

We have struggled to maintain an ADA. The EME department operates a bit differently than other department and that presents unique challenges. Payroll is a major issue as we have over 50 instructors, most still active duty. It is not uncommon for an instructor to be force hired at their department. We then have to scramble for a replacement and make payroll changes. We have specific accreditation requirements we have to meet and budgeting and scheduling can be quite complex.

Another major challenge is how students enroll in the EME 106/106L. At this time, the program that is used to enroll students is not working. The department chair is having to administratively enroll each student. This is not only time consuming but it is frustrating for students. Several students are just going to other EMT programs in the county. We really need to figure out a way that will allow EMT students to enroll on their own.

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 Technician and Paramedic 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, 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)?"

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

Prior Year PRP 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

Ongoing

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

Prior Year PRP 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

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

EME 105 is proving to be a beneficial course.

Prior Year PRP Goal 3**Brief Description**

Hyper-Realistic Simulation Lab Creation

Goal Status

Ongoing

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.

Prior Year PRP Goal 4**Brief Description**

EMSTesting

Goal Status

Ongoing

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

After conducting some research, we have decided we no longer wish to pursue EMSTesting. We found out this program will not allow us to incorporate SD Co. protocols. We will continue to look for a testing program that will meet our needs

Prior Year PRP Goal 5**Brief Description**

Secure a Permanent Site to Offer TECC

Goal Status

Completed

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 and have now added this into our budget.

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

We have several new goals based on the mission and vision of the department as well as the district.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years**Goal 1****Brief Description**

We would like to create a student success program and hire a full time student success coordinator. The trend we are seeing is not new, it just has never been addressed. The students need to have access to a student success coordinator/s. Individuals that can help them navigate the program/professions and help guide them through their studies. They also need access to someone that can help answer any questions regarding difficulties they are having in class with certain topics and access to the labs for extra practice.

How will you complete this goal? Include Strategies and Timeline for Implementation.

As with any goal, it begins with a vision. The vision is to hire a full time classified staff, Student Success Coordinator that will be available to the students. Understanding that we need to first have the position approved and then ensure it can be financially supported, hiring a full time person will take time. To bridge that time frame, we are proposing to hire 3-4 short term hourly employees that can fill the gap and hopefully begin in Fall 2024. We believe this an ideal plan as it allows us to implement the vision, make changes and then assess to see if what was envisioned is actually working before creating a full time position. We would like to use SWF to support this position and if successful then apply for the full time position.

Outcome(s) expected (qualitative/quantitative)

We expect to see less attrition in the EME 105 and 106 courses. We expect to see better prepared paramedic students entering the clinical and field internship and most importantly and the number 1 goal is to addresses the needs of disproportionately impacted students by creating a more accessible and equitable environment. It is well known that many of our students are facing challenges and may not have the support they need. Several struggle to even meet basic needs. Having a student success coordinator will allow us to identify students who are struggling, address their needs, allowing them to thrive.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal aligns with the college Vision Plan 2035 2.5, 3.5, 5.2.

Expected Goal Completion Date

1/1/2025

Goal 2**Brief Description**

We would like to create a position and hire a Simulation Lab Assistant for the Paramedic and EMT Programs

How will you complete this goal? Include Strategies and Timeline for Implementation.

The first step is to have a new classified position approved. There are several other programs in neighboring counties that have hired Simulation Lab Assistants and the programs are seeing positive change. We will assess the structure of the position in each of the programs, discuss our needs and then create work to create the list of job duties and education that will best suit our program. We would like to implement this goal by Fall 2025.

Outcome(s) expected (qualitative/quantitative)

At this time, we have 1 full time faculty member who has taken on the time and responsibility of managing all equipment and simulators for the EME programs. Although this instructor was hired as a faculty sim lab coordinator, they are spending most of their out of classroom time conducting manikin maintenance, manikin updates, equipment maintenance and supply inventory. This individual has not time to work on curriculum, create simulations, stage lab rooms or function in the Lead Lab Instructor capacity. This is resulting in work being distributed to the Lead Paramedic Instructor and Program Director. By hiring a Sim Lab Assistant, the day to day operations and maintenance of the manikins and equipment would be delegated to the Sim Lab Assistant and the Sim Lab Coordinator would have the time to perform the key job duties of the position.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal aligns with college Vision Plan 5.2

Expected Goal Completion Date

1/1/2025

Goal 3**Brief Description**

EME Program Medical Director

How will you complete this goal? Include Strategies and Timeline for Implementation.

The list of duties the Medical Director must agree to have been established by CAAHEP and Title 22. We need assistance from the District on how to create a contract to hire the Associate Medical Director as the Medical Director. This goal needs to be implemented immediately as the current Medical Director does not wish to renew their contract with our program

Outcome(s) expected (qualitative/quantitative)

If we do not have a qualified Medical Director assigned to the Paramedic and EMT Programs, the programs will cease until one is found and the Paramedic Program will be at risk of losing accreditation.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This is a mandatory position required by the outside accrediting agency.

Expected Goal Completion Date

7/1/2024

Goal 4

Brief Description

Paramedic Program Coordinator

How will you complete this goal? Include Strategies and Timeline for Implementation.

After much discussion among faculty, closely assessing the current job description and duties full time faculty are assigned to and performing a needs assessment, a job description and expectation of duties has been created. We would like to see this position implemented in Fall 2025.

Outcome(s) expected (qualitative/quantitative)

A Lead Paramedic Program Coordinator will have a positive outcome on the department. We expect to see more oversight, consistency and growth and better student outcomes with this position.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal aligns with EVP goal 1.1, 1.4, 1.6,3.1, 5.1

Expected Goal Completion Date

8/1/2025

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 [Vision Plan 2035](#).

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 requesting additional full-time faculty?

Yes

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor-Paramedic Program Coordinator

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Background:

The EME Department employs 5 full time faculty members and has an organization structure that is not effective and is in the process of restructuring. The roles of each faculty are as follows:

1. One faculty member serves as Department Chair with 40% release time and is the EMT Program Director.
2. One faculty member serves as Program Director with 60% release time and also serves as the field coordinator, clinical coordinator, SLO facilitator and is the curriculum expert. They also assist with department chair duties and assume the duties of Lead Paramedic Instructor during the winter and summer months.
3. One faculty member serves as the Lead Paramedic Instructor with 20% release time (beginning fall 2024)
4. One faculty member serves as the Simulation Lab Coordinator with no release time
5. One faculty member serves as a Lead EMT Instructor with no release time.

The Paramedic Program offers 2 paramedic cohorts per year with the option to grow to a 3rd paramedic cohort. The program is receiving pressure from our industry partners to add a 3rd program to address the paramedic staffing shortage. At this time we are unable to offer the 3rd cohort due to a lack of instructional support. The addition of a Paramedic Program Coordinator will have multiple benefits. The Paramedic Program Coordinator will not only be assigned as a Lead Paramedic Instructor, but this position will also have 30% release time to efficiently manage the administrative roles now associated with being a Lead Instructor. The MOU that was created giving the current Lead Paramedic Instructor will be dissolved and that release time will be passed to the Lead Paramedic Coordinator. The Lead Paramedic Coordinator will also be assigned to an 11 month contract. This will create better consistency for the Paramedic Program and the Program Director will not longer have to take on the extra duties of Lead Paramedic Instructor during the summer and winter intercession.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

The department currently employs well qualified paramedic and EMT clinicians that are actively working in the field and bring that expertise to the classroom environment. On paper it appears we do not have a scarcity of qualified Part Time Faculty, however many have limited availability. This is resulting in multiple different instructors assigned to teach in a given course and is creating confusion among students in the programs because of inconsistent instruction and teaching styles.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

This position is not required for accreditation, regulatory, legislative or health and safety requirements, however it is needed to ensure consistent and fiscally responsible operations in the Paramedic Program and to meet one of our program goals. The addition of an 11 month employee is crucial to ongoing success and growth of the program.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

It is difficult to show a deficiency in productivity and efficiency as the data in the PRP and the results of our latest accreditation site visit are positive. The programs are in dire need of intense curriculum review and restructuring, multiple county meetings are go unattended, the fire departments in the north county are requesting a 3rd paramedic program as a result of staffing shortages, are just some of the examples of the lack of program and discipline productivity.

Is your department affected by faculty on reassigned time? If so, please discuss.

The EME Programs are offered year around. Both the EMT and Paramedic Programs require a Lead Instructor and Program Director and both must be available anytime a program is in session. At this time we have 2 faculty who are 11-month contract employees. One is the Department Chair and the other is the Program Director. The other 3 faculty are 10-month contract employees and choose not to teach classes during the winter intercession and summer session. The assigned Lead Paramedic Instructor is currently assigned to a 10 month contract. The responsibilities of the Lead Instructor are passed on to the Program Director during the winter intercession and summer session. When this happen the Program Director assumes the position of Lead Paramedic Instructor (that includes classroom instruction 3-4 days per week), Field Coordinator and also shares Department Chair duties. Although the current Lead Paramedic Instructor chooses not to teach in the classroom, they have agreed to help during the winter intercession and summer session with tasks such as paramedic exit interviews, grading and monitoring Platinum Planner (the online tracking system we use to track student progress). The amount of time needed for the 10 month faculty member to accomplish the tasks is approximately 150 hours through the course of the both sessions. The current Program Director is taking on a 100% teaching load during the summer and 75% teaching load during the fall and spring out of necessity as there is no other part time or full time faculty available.

Are you requesting AA, CAST for Classified Staff?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA**Staff, CAST, AA request 1**

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

Simulation Lab Assistant

Is the position request for AA, CAST, or Classified staff?

Classified

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.)

The emergency medical services (EMS) is a rapidly evolving profession. There have been advancements in medical technology (e.g at home dialysis, Left Ventricular Assist Devices) and medical emergency are becoming more complex. It is crucial students are provided comprehensive and realistic training. The use of simulation technology will allow students to refine skills in a controlled simulated environment and help them become proficient and confidence. The use of simulation technology also became invaluable tools during the Covid 19 pandemic. Although there was an exception made for some essentials training programs to continue such as Paramedic and EMT, California Emergency Medical Authority implemented mandatory training guidelines that programs must follow to continue. Since students were no longer allowed to attend clinical internship training in the hospital setting, programs were allowed to substitute simulated training if they were using high fidelity simulators. If the program did not have high fidelity simulators, the simulated training could not occur, and programs were halted at that point. Fortunately, the EME Programs are equipped with state-of-the-art simulators and static training equipment that allowed the training programs to continue. The use of high-fidelity simulators also immerses students into hyper-realistic environments and provide appropriate stress inoculation preparing students for emergencies they will encounter in their careers.

We are proposing the addition of a Simulation Lab Assistant. Palomar College's Paramedic and EMT programs own 5 adult high-fidelity simulators to include a simulator capable of simulating birth, 4 pediatric high-fidelity simulators, 3 infant simulators, and one newborn simulator. The program also owns multiple static training manikins and equipment that allow students to repetitively practice skills. The Simulation Lab Assistant will oversee the simulation labs and ensure the maintenance and proper functioning of simulation equipment. This includes regular calibration of the manikin and equipment, the ability to troubleshoot errors and malfunctions, and download necessary updates. At this time, this is all being done by the faculty Simulation Lab Coordinator and the amount of time it takes to keep the manikins and equipment is preventing the instructor from focusing on their main job duties, student instruction and simulation development. The addition of a Simulation Lab Assistant will guarantee the quality and reliability of our simulation exercises, providing students with the best learning experience.

Another important aspect of simulation training is keeping abreast of the latest simulation technology, methodologies and contributing the research and innovation in EMS training. Based on new information, the Simulation Lab Assistant will collaborate with faculty members to develop new training modules and assessment tools. This fosters a culture of continuous improvement within our program and ensures that we remain at the forefront of EMS education

The addition of the Simulation Lab Assistant is a strategic investment and aligns with the EME Department goals and the Educational Vision Plan 2035 by reimagining and redesigning instruction to increase student success and investing in our faculty and students.

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

This position will create more efficient operations in the EME Department by restructuring duties within the department and decreasing the amount of overload and NOHEs issued and creating a better span of control over supplies and equipment. Efficient department operations leads to efficient District operations.

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

Yes

What funding would support this position?

If the position cannot be supported by general funds, we will look to Strong Workforce Funds to help support the position.

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

The EME Program is growing but has also become stagnant in many areas. Our 3 year goals align with the Education Vision Plan with a focus on inclusion, equity, accessibility, persistence, retention and course completion and graduation. This proposal of a Simulation Lab Assistance is a vital "behind the scenes" position that will ensure the equipment, manikins, and lab rooms are all in working order resulting in a fluid and seamless training.

Educational Vision Plan 2035 Objective

1:4

2:4

3:7

5:2

If the position is not moved forward for prioritization, how will you address this need?

Full time faculty will continue to manage the set up, take down and maintenance of the manikins, however this will continue to result in faculty working over and submitting NOHEs for the extra work.

Staff, CAST, AA request 2

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

Student Success Coordinator

Is the position request for AA, CAST, or Classified staff?

Classified

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.)**Introduction:**

As our EMT and Paramedic Program continues to grow, it is essential to provide comprehensive support systems that foster student success both academically and personally. We are proposing the addition of a Student Success Coordinator within the EME Programs. A Student Success Coordinator is a pivotal addition providing academic support, personal development, increasing persistence and retention, and career preparation to students enrolled in the EMT and Paramedic Program

Academic Support:

The Student Success Coordinator will provide tutoring services, study skills workshops, and academic advising. The Student Success Coordinator will also help students navigate the challenges of difficult coursework and ensure they have the necessary tools to excel in their studies. This personalized support fosters a culture inclusion and equity leading to academic excellence and empowering students to achieve their full potential.

Personal Development

CTEE Programs are known for helping students develop the necessary cognitive knowledge and psychomotor skills necessary for course completion and employment, but the affective arena is frequently neglected. The addition of a Student Success Coordinator will play a crucial role in supporting the personal development and well-being of students. It is well-known a career in EMS is one of the most rewarding careers, but it comes with a cost. Emergency medical services can be demanding both mentally and emotionally and there is a concerning increase in mental health challenges in the

EMS. The Student Success Coordinator will provide resources and workshops on stress management, self-care, and resilience, ensuring the students have the support they need to thrive in their personal and professional lives.

Persistence and Retention

The EME department is dedicated to fostering a sense of belonging and connectedness within the programs and we believe the success of any program is based on several factors to include accessibility, persistence, retention, and course completion/graduation. The Student Success Coordinator will proactively seek out and identify at-risk students and provide targeted interventions to address their needs.

Career Preparation

Our goal is preparing students for success beyond graduation and ensuring our graduates are well-equipped to begin a maintain a fulfilling career in EMS. The Student Success Coordinator will help strengthen partnerships with our industry partners, forge new partnerships, facilitate career development workshops, help student with networking opportunities and job placement achieving the goal of helping students transition seamlessly into the workforce.

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

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

Yes

What funding would support this position?

If the position cannot be supported by general funds, we will look to Strong Workforce Funds to help support the position.

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

The EME Program is growing but has also become stagnant in many areas. Our 3 year goals align with the Education Vision Plan with a focus on inclusion, equity, accessibility, persistence, retention, course completion and graduation.

Educational Vision Plan 2035 Objective

1:1	2:1	3:1	4:1
1:2	2:2	3:2	4:3
1:3	2:3	3:3	4:6
1:4	2:4	3:4	4:7
1:5	2:5	3:5	5:1

If the position is not moved forward for prioritization, how will you address this need?

We will continue to counsel and help students to the very best of our ability. At this time faculty stay after class without compensation to assist students who are struggling or ask for help. This includes opening up lab rooms so students can practice after class or sitting with a group of students in the classroom and answering any questions they may have.

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and

the amount of the adjustment.

We have 3 major budget considerations.

1. Medical Director Stipend: The Paramedic and EMT programs are required to have an assigned Medical Director. The current Medical Director, Dr. Chris Kahn, has chosen to not renew his agreement with Palomar College Paramedic and EMT Programs. The Associate Medical Director, Dr. John Serra has agreed to assume the role of Medical Director beginning July 1st, 2024. Dr. John Serra is requesting a \$12,000/yr stipend to fulfill the duties of Medical Director and has agreed to instruct 1 class/month and attend 2 cadaver labs/year. Dr. Serra is currently adjunct faculty and has requested any additional classes taught would be paid at his adjunct rate. At this time we have no other Medical Directors that are interested in the position.
2. Cadaver Lab: The Paramedic students have the opportunity to attend Cadaver Lab training at UCSD that is facilitated by Dr. Serra. Cadaver Lab is an invaluable experience for the students and it serves several purposes. The first and most important is we talk with the students about the person or the person that was. We express the importance of respect and humility and the process of death and dying. After that discussion, the students approach the cadaver with a greater understanding of what the profession is about. The second important experience is the student are able to practice skills they have learned on manikins and task trainer, on a human cadaver. They get to see the differences in anatomy and what it truly feels like to intubate or start an IV. The cost of the Cadaver Lab is \$13,428/year
3. Strategic Operations Training Facility: The Tactical Emergency Combat Care training at a state of the art facility that exposes them to a variety of hostile environments and how to treat patients and keep themselves safe. This training is taught by retired military medical personnel who have first hand experience in tactical EMS operations. One of the biggest challenges training paramedic and EMT students is having the equipment and facility that creates an immersive training environment with appropriate stress inoculation. Its not a matter of if, but when one of the student will be involved in a hostile environment and it is important to expose the students to blasts, gunfire, yelling, uncontrolled hemorrhaging and hyper realistic moulage on live patients. Studies show many students will freeze and not be able to perform their duties putting themselves, their colleague and patients as risk if not exposed to the environment they may find themselves in. This type of training cannot be done at the Escondido Campus. The cost of the training is \$18,500/year.

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.

1. 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?

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

William "Skip" Clark

Date

4/3/2024