

# LMC Comprehensive Program Review

## Instructional Units

**2017-2018**

### **Program/Discipline: Emergency Medical Services**

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

#### 1. Program Changes

- 1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs).

There have been no changes to our degree and certificate offerings over the past five years.

- 1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

We currently only offer two (2) certificates, one a Certificate of Achievement in Emergency Medical Services and one Certificate of Achievement in EMT Recertification. However, we believe it will be more useful to have a Certificate of Achievement in EMS that includes the following courses: EMS-010, EMS-013, BIOSC-030 that will better prepare students for in-transit to Paramedic programs. We will begin looking into possibly removing the Certificate of Achievement for EMT Recertification because it is only a one (1) unit course and there are new, nontraditional ways to recertify and obtain the needed CEU in order to renew an EMT card.

#### 2. Degree and Certificate Requirements

**Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.**

- 2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	EMS-014	EMS-010		EMS-011

### 3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

EMS-017 while not required for a degree or certificate, has not been offered since fall 2015 due to low enrollment. We will be re-evaluating the class and exploring offering an EKG Technician Certificate as part of the course.

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

As stated in 3.1, EMS-017 is not required for a degree or certificate and is not needed in the curriculum and the department will not be deleting it as we are re-evaluating it for a possible EKG certification course which will make LMC students highly competitive when applying for ED tech jobs.

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
EMS-014	4 sections	4 sections	4 sections	4 sections
EMS-010	1 section	2 sections	2 sections	2 sections
EMS-011		1 section		1 section
Rationale for any Major Changes				
The program will be scaling back in fall 2018 to one (1) section in order to meet current mandates in testing procedures and curriculum that was recently adopted by the State of California, EMS Agency. We anticipate increasing our sections back to two (2) in spring 2019 but no final decision has been made.				

## 4. Existing Curriculum Analysis

### 4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
EMS-014	Gretchen Medel
EMS-008	German Sierra
EMS-011	German Sierra
EMS-017	Cameron Metzger

### 4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	We re-organized the structure of EMS-010 to make EMS-014/BLS certification a mandatory requirement for admission in to EMS-010.
How have these changes enhanced your program? It brought the program into compliance with state regulations	There has been an increase in course persistence and completion rates since implementing this change.

## 5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	N/A
What significant changes to existing course content would need to be made to support the new degree or certificate?	N/A

## 6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include membership, dates of last meetings over the past two years.

Purpose	Structure	List of Members	Meeting Dates (2015-2017)	Effectiveness
<i>To receive input from our clinical and community healthcare partners, local industry, educational partners, and our students and staff. We also inform the Board of current data, updates to the program and in legislature as well as changes in job market, curriculum, equipment, funding and facilities</i>	Faculty & Staff Department Dean Department Chair Clinical Partners & Agency Representatives Workforce Development Rep Contra Costa County FIRE Training Officers Association Contra Costa COUNTY EMSA Adult Education Institutions Students EMS Cadets Fire Academy CTE Counselors Local Ambulance Providers	<i>German Sierra Natalie Hannum German Sierra Dodi Zotgih Tiffany Welter Chuck Roth Ricky Hurtado Bruce Kenagy Tara Sanders Mike Porep Naomi Rotor Kaitlyn Vaughn Johhan Becton Chief Lee MFD Chief Barretto MFD Kadie Ukestand Troy Hess Gretchen Medel Captain Jason W</i>	<i>March 2, 2016 February 8<sup>th</sup> 2017</i>	<i>Due to our Advisory Board we are able to inform faculty and students of changes in the job market including opportunities for internships. Our clinical partners are also able to inform of us of their policy changes and updates to their requirements. Our FIRE and EMS partners are able to inform us of any hiring. All of this information helps inform all parties of necessary changes to current policies, requirements, protocols, curriculum, etc. to best adapt to the changes in the FIRE EMS industry to better best educate our students.</i>

## 7. Assessment Effectiveness:

### 7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

EMS-10, EMS-11 and EMS-14 were not assessed staff met to develop a path forward towards compliance of new mandates established by NREMT in September 2017. EMS-004 and EMS-008 have not been offered so they were not assessed.

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

- a. Delete the course
- ☒ b. Market/promote the course to gain enrollments

c. Other

- 7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

- 7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

Through my assessment process I found that the learning outcomes in the template are not well-suited for CTE programs. It would provide more meaningful data if we were to develop a CTE and/or a licensure specific assessment template/tool that would more closely align with those programs in which graduates require licensure/certification.

- 7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

In preparing students for entry level jobs in Fire and EMS industries, through this assessment process we found the following items:

- LMC EMT program has become a high-performance program two (2) years in a row. Meaning, our students are three times more likely to pass the NREMT exam on their first attempt. When compared to programs that are low performing, the matrix designed by the NREMT defines high performing as more than 70% of the students completing an EMT program pass the NREMT exam on their first attempt.
- The LMC EMT program in 2017 is 500% bigger than all of the other programs in Contra Costa County combined yet, we also have the highest passing rate.

## 7.2. Program Level Assessment

- 7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

Through my program level assessment I learned that we have a model, high performing EMT program. Our completion rates, NREMT pass rates, and persistence in completion rates are most often above 80%. For a program of this magnitude these numbers are very impressive. This discovery has reinforced the changes and improvements made to the program have worked.

- 7.2.2. What was the biggest challenge in conducting program level assessment?  
The biggest challenge was finding time to complete it.

- 7.2.3. What resource needs, if any, were identified in your program level assessment?  
We identified the need for additional classified staff.

## 8. Course Success/Retention Analysis

**Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report**

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low-income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
<b>Completion Rate</b>	(FA16) 66%	(FA16) 54%	(FA16) 79%
<b>EMS Technology</b>	(SP17) 54%	(SP17) 50%	(SP17) 81%

<b>Success Rate (program/discipline)</b>	(FA16) 69% (SP17) 55%	(FA16) 77% (SP17) 85%	(FA16) 80% (SP17) 85%
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8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

Approximately three (3) years ago the number of students completing the EMT program was 200 however, the number of students attempting to take the NREMT exam was approximately only 80-100. Over the past two (2) years this number has nearly doubled meaning, out of 180 students graduating from the EMT program approximately 140-145 students are taking and passing the NREMT exam on their first attempt.

Data Packet – Success Rate. Note rise in success of Hispanic and Low-Income students 2014fa-2017sp

We have succeeded attracting more women in this profession which is underrepresented. Our head count for Spring 2017 was 50% women, we are hoping this influx of qualified women will continue on and join our thriving FIRE Academy and Fire programs.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

We created a healthcare career pathway that begins in the 10<sup>th</sup> grade of high school. Additional release time is needed for the full-time faculty to coordinate this growing pathway in order to accommodate more students wanting to join this experience. In addition, we refer low-income students to the Foundation for emergency funding to assist with the costs of the program. We also have partnered with Opportunity Junction who funds uniforms, testing, supplies, gas cards, parking passes, food and weekly counselor/advisor meetings to help the students to stay on track.

## 9. Goals

9.1. Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	I was not here at this time and I was NOT able to locate any data or any documents to this effect
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	Unknown, I have not been able to find anything documents from this time period. I joined LMC in the Fall of 2014.

9.2. Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success.	1. ACCESS: increase access through enrollment of students currently underserved in our community.

<p><b>2. Strengthen community engagement and partnerships.</b></p> <p><b>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</b></p> <p><b>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</b></p>	<p><b>2. IDENTIFYING PATHWAYS:</b> Increase the number of students that define a goal and pathway by the end of their first year.</p> <p><b>3. COLLEGE-LEVEL TRANSITION:</b> Increase the number of students successfully transitioning into college level math and English courses.</p> <p><b>4. PERSISTENCE &amp; COMPLETION:</b> Increase successful course completions, and term to term persistence.</p> <p><b>5. EQUITABLE SUCCESS:</b> Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p><b>6. LEARNING CULTURE:</b> Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Offer LMC Healthcare Career Pathway Academy to all 5 HS in our service area	Strategic Goal 1 and 2	Integrated Goal 1,2,3,4,5,6
Goal 2: Offer a COA for EMS that include EMS 10, EMS 13 and BIOSC30	Strategic Goal 1	Integrated Goal 1 and 2
Goal 3: Recruit new staff and reclassify our aides and assistants into programs specialists.	Strategic Goal 1	Integrated Goal 2 and 5
Goal 4:		
Goal 5:		

### **OPTIONAL**



## 9.3 Resource needs to meet five-year goals

<b>Faculty/Staff Resource Request</b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
		Goal 1,2 and 3	
Department/Unit Name		Position Name/Classification FTE	
EMS Technology			
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input checked="" type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	Student workers / \$11.50 per hour / 4 students/ 6 hours each every Wednesday for 18 weeks.
<b>Justification:</b>			
<p>With the many new testing requirements, we need 4 students workers to help us with labs. These student workers will act as patients and will enhance our capabilities to enhance our training and making it more realistic.</p>			

<b>Operating Resource Request</b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Resource Type	
EMS technology		<input checked="" type="checkbox"/> Equipment <input checked="" type="checkbox"/> Supplies <input checked="" type="checkbox"/> Service/Contract	
		<input checked="" type="checkbox"/> IT Hardware/Software <input checked="" type="checkbox"/> Facility Improvement <input checked="" type="checkbox"/> Other	
General Description		Est. Expense	
1. Equipment: EKG Cardiac Monitors /High Fidelity Manikins 2. Oxygen Supplies rental monthly 3. 8 tablets for Skills Proctors to use during labs 4. Facility Improvement: Reinforce storage cabinets in the back of CC3-365 5. Facility Improvement: Designate CC3-365 as a FIRE EMS CTE Lab to be used by FIRE and EMS students. This room will be used for all FIRE Tech classes and both EMT classes and EMR, CPR classes and any other class expected to return to LMC in the Spring of 2019.		1. \$30,000 2. Unknown 3. \$6,000 4. \$700	
<b>Justification:</b> Changes in testing protocols and mandates new and more realistic training and more skills proctors along with live patients			

A program of our size requires the Lead Faculty /Program Lead to wear a number of hats under 3 different accrediting agencies. We believe that the lead faculty for EMS should receive a .30 release time to coordinate the many different activities and responsibilities such as:

1. Liaison to the NREMT , State EMSA and County EMSA
2. Liaison to the AHA as the TCC and AHA faculty
3. Outreach and acts as lead faculty on dual enrollments and articulation agreements with K12 partners and Adults Ed

<b><u>Professional Development Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
EMS Technology	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"><input checked="" type="checkbox"/> Conference/Meeting</div> <div style="width: 50%;"><input type="checkbox"/> Materials/Supplies</div> <div style="width: 50%;"><input checked="" type="checkbox"/> Online Learning</div> <div style="width: 50%;"><input type="checkbox"/> IT Hardware/Software</div> <div style="width: 50%;"><input type="checkbox"/> Other</div> </div>
General Description	Est. Expense
<ol style="list-style-type: none"> <li>1. EMS World Conference</li> <li>2. EMS on the Hill Conference</li> </ol>	<ol style="list-style-type: none"> <li>1. \$1000</li> <li>2. \$1500</li> </ol>
Justification:	
<p>LMC and California EMS need a bigger presence and participation, so we can bring forward the unique training needs of our students in California.</p> <p>These conferences provide outlets for professional development and professional growth</p>	