Emergency Medical technician
Program Review
Executive Summary

Short Summary of Findings

The Emergency Medical Technician program has been a provider of well-trained first responders for over 30years. This is a result of the program's motivated professionals teaching students up-t

occupation**Skyline College**

al skills as well as focusing on communication skills so as to help students assess and tr
effectively. Students enrolled in the program are typically interested in working in the fi
to Paramedic or Fire Science programs, or working in another field that requires some emergency medical training.

In addition to the Emergency Medical Technician-Basic classes, an EMT Refresher class and CPR classes are offered in the department.

Three Strengths of the Program

- A focus is placed on being empathetic, caring, professional healthcare practitioners.
- There is a long, established history of providing EMT training at Skyline College.
- The Program is run by dedicated faculty who continually modify program content to meet current practices.

Three Suggestions for Improvement

- The program is without a permanent full-time faculty member. If the College wishes to see this program and its offerings expanded, a full-time faculty member will be required.
- The College will need to increase the budget for short-term classified staff to get support in labs, lab testing and scenarios.
- One unit of lecture needs to be added to the course to meet the expanded curriculum and Scope of Practice per the 2010 National EMS Standards and Curriculum.

Full-Time Faculty Signatures

_____   _____   _____
Judith Crawford - Program Director   *Highlight this text & type in name*   *Highlight this text & type in name*

_____   _____   _____
Highlight this text & type in name   *Highlight this text & type in name*   *Highlight this text & type in name*

Submitted on: March 27th, 2012

Skyline College
Emergency Medical Care
Program Review
Executive Summary

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Short Summary of Findings

The Emergency Medical Care Department has been a provider of well-trained first responders for over 30years. This is a result of the program's motivated professionals teaching students up-to-date occupational skills as well as communication, patient assessment and treatment skills. Students enrolled in the program are typically interested in working in the field as EMT's, applying to Paramedic or Fire Science programs, or working in another field that requires some emergency medical training.

In addition to the Emergency Medical Technician (EMT) classes, an EMT Refresher class and CPR classes are currently offered in the department.

Three Strengths of the Program

* A focus is placed on being empathetic, caring, professional healthcare practitioners.
* Students are run through a myriad of scenarios in order to develop real-world experience in a controlled environment.
* The Department is run by dedicated faculty who continually modify program content to meet current practices.

Three Suggestions for Improvement

* The Department is without a full-time faculty member. If the College wishes to see this department and its offerings expanded, a full-time faculty member will be required once again.
* The College will need to increase the budget for short-term temporary staff to get support in labs, lab testing, and scenarios.
* Expand the courses that are offered in order to make our students more attractive to the healthcare industry.

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Faculty Signatures

_____   _____
        Judith Crawford   **Matt Phillips**

Submitted on:

Skyline College
Emergency Medical Care
Program Review – Self Study

Part A: Overview of Program

1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.

The EMT program meets the mission/goals of the College by providing an accessible high-quality program. It also meets the goals of the District by providing career and technical education that provides employment or career advancement for graduates.

Specific Program Objectives:
* Provide curriculum and certificates for emergency care, particularly EMT, that meet the needs of students and the First Responder community.
* Provide activities and hands-on instruction based on local needs and National Emergency Medical Service Education Standards (NEMSES).
* Provide appropriate training to students to pass the National Certification Examination and meet local skills expectations.
* Provide EMT Refresher classes for EMT's, as required by accreditation.
* Provide CPR and CPR Refresher classes, which is required for all of the healthcare programs at the college.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

The Emergency Medical Care Program provides Cardiopulmonary Resuscitation (CPR) classes for students from many health-related programs at the College. Additionally, the EMC class works with the Biology Department so that the EMT students can benefit from their cadaver. Also, EMT staff lectures about the EMT program to Biology classes so that students are aware of program options at the College. When it is time for ordering oxygen, the EMT program tries to coordinate with the Respiratory Therapy program in order to place an order at the same time. We have also received assistance from a number of Biology Department faculty members to act as patients for our scenarios. Yvonne Malloy, EMT Instructor, has taught sections for Expanding Your Horizons, with an ambulance on-site, for the past three years.

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The EMT program utilizes an advisory board. The board members are assembled from three areas: past students; those who work for emergency medical employers; and, those who work for the San Mateo County Emergency Services Department.

Major roles and responsibilities of the Advisory Board:
* Review the program on a regular basis and provide industry insight into employment trends.
* Recommend additions and changes to the curriculum.
* Make suggestions related to the effectiveness of the program in preparing students for employment.
* Assist the program in acquiring equipment and supplies.
* Assist the program in providing students with clinical rotations.

4. Explain how this program meets the needs of our diverse community.

Our students are as ethnically diverse as the county they may serve. According to College data, in 2010/11 the EMT program consisted of students from the following ethnicities: 27% White; 17% Hispanic; 17% Asian; 15% Filipino; 5% African American; and, 20% Unknown. The program could see more improvement in attracting female students. For the 2010/11 year, the program was 62% Male and 36% Female.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The Emergency Medical Care program has met its previous goals as follows:
* On average, our students pass the National Registry EMT exam 84% of the time (cumulative pass within three attempts), as compared with the national average which is 79%.
* The curriculum was updated to reflect the 2010 EMS Standards and Curriculum.
* EMT Refresher classes were offered to help keep certified EMT's current.

Part B: Curriculum
1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

The curriculum is quite prescribed. California Code of Regulations – Title 22 lists the topics and skills that must be covered in accredited EMT programs. In addition, in 2006 San Mateo County began requiring that all EMT's certified in the county must not only have certificates from accredited programs, but also pass the National Registry Examination of Emergency Medical

Technicians. The necessity of passing this examination has also driven the curriculum, the type of testing and, the lab practicum for the program.

2. State how the program has remained current in the discipline(s).

See #2 above.

Additionally:
* All faculty and staff in the program must take continuing education credits to maintain active credentials.
* The Lab Coordinator is an American Heart Association CPR Instructor.
* Both the Program Director and Lab Coordinator are active instructors in a Paramedic Program, which is a higher level of licensure than the EMT certification.
* The Program Director also attends Emergency Medical Service conferences and EMS Educator Conferences

3. If the student population has changed, state how the program is addressing these changes.

N/A

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

N/A

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

The EMT Program and the Continuing Education Provider Program are fully-accredited by the San Mateo County Emergency Services Department of the Health Services Agency. Our last site visit was on October 7th, 2010.

6. Discuss plans for future review and program modification.

The EMT Program will be modified to reflect any future changes in the National Standard Curricula. Additionally, the following courses are actively being developed in the hopes of being added to the EMC Program: ACLS (Advanced Cardiac Life Support) for EMT's, EKG, Emergency Medical Responder, and Wilderness First Responder.

Part C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

Both members of faculty and one member of the staff have taken a NAEMSE (National Association of Emergency Medical Service Educators) Instructor course. The Program Director attended the March 2011 EMS Conference. Yvonne Malloy, Staff Instructor, plans on taking a Wilderness First Responder (WFR) course in order to upgrade her certificate and prepare her to take WFR Instructor training.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

Both the faculty and staff meet to decide which students from the outgoing class would be a good fit to invite back as student instructors. After these students have passed the National Registry exam, they are allowed to come into class and shadow an instructor. Once the instructor feels comfortable that the student is teaching effectively, the student is allowed to work with the new students alone. Student instructors are continuously monitored.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

N/A

Part D: Facilities, Equipment, Materials and Maintenance
1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

In 2009, the EMC program moved into its new facilities. The classroom has an equipment room and cupboards for additional equipment. The equipment on which the students learn is actively updated to reflect current practices.

Students are allowed to check out some equipment, as long as it is returned by a prescribed time and date. This increases equipment accessibility for the students.

2. List projected needs.

We would like to have new CD's, new airway heads (we have two very old ones that need replacing), more AED's (at least two), a new EKG (the one we have is obsolete and does not have 12-lead capabilities) and more birthing pelvises (two), in order to improve student access and match current practices.

3. Describe the use of technology in the program and discuss is technology is current and comparable to other college and business or industry.

Power Point presentations are given during lectures. VHS videos are still used in both the lab and lecture for some subjects, although we would like to update these to DVD's. Videos and stories from the internet and from the book publisher are shared using the classroom projector.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve support?

We currently have an agreement with Bayshore and AMR-San Mateo County Ambulance, which allows our students to do their required ambulance shift. Additionally, some paramedics with AMR in San Mateo County take some of our students on a more-advanced ride-along.

We also have agreements with Seton and Sequoia Hospitals, which allows our students to do their required hospital shift. We used to have a similar agreement with Peninsula Hospital but they have discontinued this program due to more stringent background checks. It would be beneficial for our students if Peninsula Hospital would again take our students.

Part E: Budget Request
1. What resources (staff, facilities, equipment, and/or supplies) will be needed in the next six years?

* The program has been without a full-time faculty member since 2003. In order for this program to continue to grow, a full-time Program Director needs to be retained.
* Additional funding needs to be allocated for lab preceptors. Accreditation standards require one preceptor for every ten students when practicing/testing lab skills.
* A staff member needs to be hired as adjunct faculty in order to teach future First Responder and EKG classes.

2. If appropriate, discuss how the program could share resources with other programs in the College and District.

The EMT Program uses compliance devices from the Respiratory Therapy Program and we the cadaver from the Biology Department.

Skyline College Program Review
Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2008	2009	2010
WSCH	685	1035	674

Please comment on program enrollment and expected trends.

As EMS systems expand enrollement in EMS CTE is expected to increase. As of 2009, the department has added a section for the Summer semesters

FTE and WSCH/FTE (LOAD)

Report the previous 3 **Fall** semesters with the most recent on the right

Year	2008	2009	2010
FTE	1.07	1.07	0.93
WSCH/FTE	639	964	728

Please comment on the comparison of this program to College trends.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

Year	2008/09	2009/10	2010/11
Retention	91%	81%	88%
Success	81%	70%	83%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

Program Review
Course Outline & Prerequisite Checklist

Discipline: Semester:

> **ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. *Please note that all course outlines must now include the title of a representational text with its publication or revision date* **and follow the current Title V format**. Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (http://www.smccd.net/accounts/skycurr/).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

Column 1: What is the course prefix and number?

Column 2: What is the course title?

Column 3: What date was the course outline last reviewed or updated?

Column 4: If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.

Column 5: If this course satisfies a GE (General Education) requirement, place a check mark in the column.

Column 6: Please list all course prerequisites, corequisites, and/or recommendations.

Column 7: Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.

Column 8: Does the course have SLOs on the official course outline of record?

Column 9: Does the course have assessment plans?

Column 10: Has the course implemented their assessment plans?

Column 11: When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

	COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST										
1	**2**	**3**	**4**		**5**	**6**	**7**	**8**	**9**	**10**	**11**
Prefix & Number	**Title**	**Review Date**	**Transfer**		**G.E.**	**Prerequisites, Corequisites, Recommendations**	**Validated**	**SLOs**	**Assessment Plans**	**Implemen-tation**	**Reviewed**
			CSU	**UC & CSU**							
EMC-410	Emergency Medical Technician	5/2012	x		no	CPR for the Healthcare Provider	x	x	x	no	no

1	2	3	4		5	6	7	8	9	10	11
			Transfer				**Validated**				
Prefix & Number	**Title**	**Review Date**	**CSU**	**UC & CSU**	**G.E.**	**Prerequisites, Corequisites, Recommendations**		**SLOs**	**Assessment Plans**	**Implemen-tation**	**Reviewed**

Title: **COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST**

Skyline College Program Review
Certification of Course Outline & Prerequisite Review

Faculty Signatures

_____
Judith Crawford- Program Director

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Date Submitted: *March 27th, 2012*

Division Dean: _____

(Additional faculty signature lines may be added to this form as needed.)

MAPPING INSTRUCTIONAL COURSE LEVEL SLOS WITH INSTITUTIONAL SLOS (*FRAMEWORK*, 33-34)

An institutional student learning outcome is a knowledge, skill, ability, and/or attitude that students should attain by the end of their college experience. Here at Skyline, students who complete the GE requirements or receive an AA or AS degree should have mastered the following institutional SLOs: critical thinking, effective communication, citizenship, information and computer technology literacy, and lifelong wellness.

Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors.

Now that Skyline has defined its institutional outcomes, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: (c) central to a course or (s) supported by the course. An SLO is "central" if it is essential to the course's intent and therefore an instructional priority, and it is "supported" if addressed but not quite at the level of importance as a "central" SLO. Leave the space blank if the institutional SLO does not apply.

This same process can be employed for programs, such as Student Services Programs, that don't have courses. But instead, map your program outcomes to the institutional outcomes.

Skyline College Institutional Outcomes Key: (C) central to a course, (S) supported by a course, (blank) does not apply		EMC 410	Course B or Program Outcome 2	Course C or Program Outcome 3	Course D or Program Outcome 4	Course E or Program Outcome 5	Course F or Program Outcome 6	Course G or Program Outcome 7	Course H or Program Outcome 8
Critical Thinking:	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	C							
	Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	C							
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	C							
	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	C							
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	S							
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.	C							

Effective Communication:	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C								
	Effectively express ideas through speaking and writing.	C								
Citizenship:	Demonstrate scientific literacy concerning a range of global issues;									
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	C								
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	S								
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	C								
	Demonstrate commitment to active citizenship.									
Information and Computer Technology Literacy:	Effectively locate and access information in numerous formats using a variety of appropriate search tools.	S								
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.									
Information and Computer	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and	C								

Technology Literacy:	problem solving skills.									
Lifelong Wellness:	Demonstrate an understanding of physical fitness and its role in lifelong wellness.	S								
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.	S								