



# Emergency Medical Technician (EMT)

## ANNUAL PROGRAM REVIEW and PLAN 2011

### Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Cliff Hadsell , PhD	Tracy Rickman M.P.A.	Cheryl Hall
	Stu McWilliams B.S.	
	Todd Baldrige B.S.	



# Emergency Medical Technician (EMT)

## I. Executive Summary

### **Program Description:**

The EMT program at Citrus is a rigorous and uncompromising program of study. The program is approved by the National Registry of EMT'S (NREMT) and Los Angeles County Department of Health Services (DHS). The program is taught by the Program Director, and a number of highly qualified paramedic and EMT field providers with many years of experience and advanced degrees.

### **Strengths/Effective Practices:**

The EMT program reputation and the ability to place students in EMS careers upon graduation are known throughout the greater Los Angeles basin. We have and need to continue to maintain close professional relationships with our clinical partners. The program is pleased to be the approved training center for Los Angeles based federal agents (FBI). The EMT program was Peace Office Standard and Training (POST) accredited to deliver tactical medicine training in 2010, one of only two in the state of California. The program has strong clinical partnerships with local area hospitals and 911 provider ambulance services. The program is diverse in student body.

### **Weaknesses/Lessons Learned:**

The EMT program continues to turn away students do to budget constraints (until the budget improves). Additionally, it would be nice to add a paramedic school to provide next level of licensure for EMS personnel. Additionally, it would be added value to EMT students wishing to work solely in hospitals to add a phlebotomy program to our health science course offerings.

### **Recommendations/Next Steps:**

Continue to pursue an accredited paramedic program jointly with Rio-Hondo College or independently. Additionally, research the possibility of offering a certified phlebotomy program.



# Emergency Medical Technician (EMT)

## II. Curriculum

Course Number and Title <small>(Courses must be reviewed every six years to remain active)</small>	Date of last Curriculum Committee Review	2010 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Winter	Spring	Summer	Fall	
Heal 161 EMT	10/23/08	0	2		2	2010
Heal 100 EMS Prep	9/24/09		1	1	1	2010

## III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2007	Number Awarded 2008	Number Awarded 2009	Number Awarded 2010
Emergency Medical Technician - Unknown	C	0			1	1
						100 Approximately Skill awards

**TYPE:** AA = Associate in Arts Degree AS = Associate in Science Degree C = Certificate S = Skill Award  
 AA-T = Associate in Arts for Transfer AS-T = Associate in Science for Transfer

2011 Annual Program Review and Plan:  
 EMT

## IV. Sections Offered

	Winter 2010	Spring 2010	Summer 2010	Fall 2010
<b>On-Campus</b>				
<b>On-Campus by Term Length</b>				
Full Term	0	3	0	3
Short Term	1	0	1	0
<b>On-Campus Subtotal</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>On Campus By Schedule</b>				
Morning Before 11:59 am	1	1	1	1
Afternoon Noon to 4:29 pm	0	0	0	1
Evening After 4:30 pm	0	2	0	1
Weekend Friday after 4:30 pm, Saturday, or Sunday	0	0	0	0
Arranged Hours Meeting time beginning is unknown	0	0	0	0
<b>On-Campus Subtotal</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>Distance Education</b>				
Distance Ed Full-term	0	1	0	1
Distance Ed Short-term	1	0	1	0
<b>Distance Ed Subtotal</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>
Course Retention*	100.0%	93.0%	91.3%	92.9%
Course Success**	98.1%	72.0%	83.8%	71.8%

\* Retention is defined as the percent of students receiving all grades except W.

\*\* Success is defined as a student taking a credit course and earning a grade of A, B., C, CR, or P.

## V. Student Demographics

Gender	College 2009-10	2006-07	2007-08	2008-09	2009-10
Female	53.1%	40.9%	25.0%	25.0%	31.0%
Male	44.7%	59.1%	72.4%	71.2%	66.5%
Unknown	2.2%	< 1%	2.6%	3.8%	2.5%

Ethnicity	College 2009-10	2006-07	2007-08	2008-09	2009-10
Asian/Filipino/Pacific Islander	9.0%	9.9%	6.6%	7.3%	4.7%
Black/African American	5.6%	6.6%	7.1%	3.5%	7.2%
Hispanic/Latino	46.2%	37.6%	43.4%	40.8%	41.1%
White	25.1%	41.4%	27.6%	27.7%	31.3%
Other*	14.1%	4.4%	15.3%	20.8%	15.7%

\* Other includes Native American, two or more races, and unknown.

## VI. Career Technical Education Programs

TOP CODE: 1250 EMERGENCY MEDICAL SERVICES

### CORE INDICATORS

Indicator	Negotiated Level	2008-09 (Actual)	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Proposed)
1. Technical Skill Attainment	88.81%		100.00	100.00	90.00
2. Credential, Certificate, or Degree	82.05%		0.00	33.33	100.00
3. Persistence or Transfer	85.96%		66.67	83.33	90.00
4. Placement	81.72%		100.00	100.00	100.00
5. Nontraditional Participation	20.37%				
6. Nontraditional Completion	25.99%				

Core 1 - Skill Attainment, GPA 2.0 & Above:

Core 2 - Completions, Certificates, Degrees and Transfer Ready :)

Core 3 - Persistence in Higher Education :)

Core 4 - Employment: 79.86% Performance Goal

Core 5 - Training Leading to Non-traditional Employment:

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

## VII. Student Accomplishments

Provide examples of individual student success or instructional strategies that were effective.

1. Virtually all EMT students found gainful employment in EMS careers within 60 days of graduation. Four students were accepted into paramedic school (UCLA). Three students were accepted into Physician Assistant schools. Over ten students were accepted at ADN/BSN programs throughout southern California.
2. Clinical and 911 ambulance assignments continue to be most effective in strengthening student confidence and success. The use of manikin simulations and psychomotor testing is also beneficial.
3. Schaeffer ambulance donated a 1999 fully operational ambulance to enhance student success. The ambulance is currently being painted with Citrus College colors/logos.

## VIII. Student Learning Outcomes Assessment Reflection

**SLO ASSESSMENT RESULTS:** Upon reflection with program colleagues (or self-reflection for programs with one instructor only); please provide a brief narrative to the following: *Utilizing information garnered from SLO assessment data at the course level; please describe results or faculty recommendations for changes and/or continuations relevant at both the course and program level. **Address GE classes specifically.***

EMT course offerings both time and day capture a wide range of students from first time students, to returning adult students, close relationships with clinical partners offer outstanding / caring learning environments and future employment opportunities.



# Emergency Medical Technician (EMT)

## IX. Progress toward previous goals

During 2010, we accomplished:	Previous Goals	Progress/ Persons Responsible	Status	Year 1 Strategic Plan Objectives
<b>Goal 1</b> 2010-11	Reinstitute advisory committees for special courses that lead to careers.	Scheduled November / December 2011 with Hadsell.	P	
<b>Goal 2</b> 2010-11	Together with the appropriate advisory committee develop innovative courses/programs to serve a wide range of students needs using all delivery modes including distance education and continuing education classes.	Scheduled November / December 2011 with Hadsell.	P	
<b>Goal 3</b> 2010-11	Continue to explore scheduling options to ensure access for appropriate populations.		Completed	
<b>Goal 4</b> 2010-11	Evaluate courses nomenclature and renumber courses for sequence.		Completed	
<b>Goal 5</b> 2010-11	The college should explore the construction of a new building specifically designed to facilitate Allied Health Programs.		Pending	5.2
<b>Goal 6</b> 2010-11	Increase publicity and recruitment efforts.	Gave campus wide fire extinguisher class for staff and students. Recertified Health Science faculty in CRP/ AED. Attended career day on campus and participated in career exploration class for counseling department.	Complete	2.2

	<b>Previous Goals</b>	<b>Progress/ Persons Responsible</b>	<b>Status</b>	<b>Year 1 Strategic Plan Objectives</b>
<b>Goal 7 2010-11</b>	Purchase software for specific courses that will keep the courses on the cutting edge.	Continued purchase of NREMT 24/7 software to keep students current on NREMT exam.	Complete	5.2.4
<b>Goal 8 2010-11</b>	Replace old mannequins and select items that serve a dual purpose for as many courses as possible.	Two manikins replaced. Continue to pursue grant funds to replace other manikins and pursue maintenance agreement with METI - MAN manikin		
<b>Goal 9 2010-11</b>	Increase the number of Professional Experts for the Emergency Medical Technician. There is a 1:10 ration for evaluating the EMT students' skills and we cannot rely on the paramedics and firemen who frequently have to leave to go out on a call while they are helping.	N/A due to budget	Pending	2.2.4
<b>Goal 10 2010-11</b>	Continue to seek faculty current in instructional technology, especially knowledgeable of web-based resources and goals for their discipline (Recommendation from 97-98 Program Review)	N/A due to budget	Pending	2.2.4
<b>Goal 11 2010-11</b>	Continue to pursue expanding/building a Health Occupations facility (Tech H) which should include offices/practice labs housing state of the art technological equipment. This continues to be on hold but should not e forgotten. Health careers are in high demand now for the future. (Recommendation from 97-98 Program Review)	Met with district consultants	Pending	



	<b>Previous Goals</b>	<b>Progress/ Persons Responsible</b>	<b>Status</b>	<b>Year 1 Strategic Plan Objectives</b>
<b>Goal 12 2010-11</b>	Continue to update technical equipment/facilities by seeking grant funding and other sources.	Purchased new AED and Field 12 lead EKG machine	Complete	2.2.1
<b>Goal 13 2010-11</b>	Faculty should make maximum use of selling packaged handout in the bookstore rather than distributing them in class. (Recommendation from 97-98 Program Review)		Completed	2.2
<b>Goal 14 2010-11</b>	Courses should be evaluated as to their suitability for either distance education or other alternative modalities. (Recommendation from 97-98 Program Review)		Completed	

**In addition to previous goals, during 2011, we plan to:**

	<b>Description</b>	<b>Actions / Target Date</b>	<b>Year 1 Strategic Plan Objectives**</b>
<b>Goal 1 2011</b>	Hold advisory meeting on November 17, 2011	November 17, 2011	5.2.1
<b>Goal 2 2011</b>	Continue to pursue VTEA monies for equipment	On-going	
<b>Goal 3 2011</b>	Meet again with Rio-Hondo College to discuss joint paramedic school proposal.	2011-2012	
<b>Goal 4 2011</b>			

**\*\*See the Preface for information related to Year 1 Strategic Plan Objectives for 2011.**



# Emergency Medical Technician (EMT)

## X. Budget Recommendations for 2012

(Add rows or attach additional pages as needed for complete description / discussion)

### Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
none			

### Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
none			

### Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
National Association of EMS Educational Conference	Collaborative learning and staying current in field	\$800.00		3

### Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority

### Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Faster computers in TC 230		\$800.00		2,3

### Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
White boards in TC230		\$400.00		2,3
New PowerPoint projector TC 230		\$1000.00		2,3

## Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Disposable EMS supplies, splints, bandages, EKG Pads, I.V tubing, PPE	Maintain disposable EMS equipment in compliance with CCR Title 22	\$1000.00		1

# General Budget Guidelines

## Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (i.e. training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

## Determining Budget Impact:

**Indicate one or more of the following areas that your request will affect:**

**M = Mission:** Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

**N = Need:** Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

**Q = Quality:** Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

**F = Feasibility:** Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

**C = Compliance:** Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

## Budget Priorities:

**When establishing priority, consider the following:**

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.



# Emergency Medical Technician (EMT)

## XI. Career Technical Education

1. Advisory Committee meeting date(s): September 24, 2009

2. Advisory Committee recommendations

1.	2009- Pursue Paramedic program with Rio-Hondo College
2.	Update EMT Scope of Practice
3.	
4.	
5.	

3. Are Advisory Committee minutes on file with Academic Affairs?

YES  NO

4. Vocational Funds

Source	Purpose	Amount
VTEA	Equipment purchases received	\$8,900.00

5. Labor Market Data 2008 – 2018

(California Employment Department Labor Market Information for Los Angeles County)

Soc Code	Occupation	Employment Estimated	Employment Projected	Change
29-2041	Emergency medical technicians and paramedics	2580	3400	31.8%
29-2099	Healthcare technologists and technicians, all other			30.3% Department of Labor 2014

**6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.**

Employment continues to be strong for EMT's. Recruiters come on campus and visit both day and evening classes for recruitment opportunities. Virtually, all students with clean driving records will find gainful employment within 60-90 days of graduation. Citrus has strong ties to industry employers and faculty work hard to ensure each student has the needed resources to find employment quickly.