



**Emergency Medical Technician (EMT)
PROGRAM REVIEW REPORT
2014 - 2015**

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Cliff Hadsell , PhD	Tracy Rickman M.P.A.	Cheryl Hall
	Stu McWilliams B.S.	Julie Tunno
	Todd Baldrige B.S.	Sujae Lopez
	Mark Furgeson	



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:

1. Faculty competency and staff support.
2. Clinical partners, outstanding hospitals and 911 field providers.
3. All EMT students meet and exceed state standards.
4. All successful students who are 20.5 years of age or older with clean driving records find gainful employment within 60 days of graduation. Many are direct recruitments from class.
5. National pass rate is in the 85th percentile this academic year

Weaknesses/Lessons Learned:

1. Inadequate learning opportunities in the simulation lab
2. Limited classroom space for practicums
3. Once students complete EMT training and licensure, students are not able to return to citrus for advanced courses such as paramedic training or phlebotomy.
4. Students come underprepared for college level test taking capabilities. This year we will be adding Brady publishing test taking software to assist with better test taking strategies specific to EMT.

Recommendations/Next Steps:

1. Continue to pursue feasibility of delivering paramedic education to the community.
2. Meet with Rio Hondo College representatives to further discuss a regional collaboration to offering paramedic training for our students, increasing their marketability.



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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
HEAL100 Emer Med Services Career Prep	F09	1	2	1	2	Spring 2014
HEAL 105 Hospital Unit Coordinator	S12	0	1	0	1	Spring 2014
HEAL161 Emt-Basic	F08	0	6	0	6	Spring 2014

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Emergency Medical Tech	S		1	85	Spring 35	59
Emergency Medical Technician-Unknown	C		1	200	Spring 35	60

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

IV. Sections Offered

Two EMT section choices are offered per semester, Monday Wednesday evening and/or an all day Friday class. Additionally, one on campus EMS preparation class is offered as well as one distance education class is offered. All classes fill and our close quickly . However, the Friday class is becoming less popular with tstudents. The past three semesters have shown that the Friday class is last to fill and has a higfher attrition rate. In speaking with students they tell me they do not find Fridays as an attractive day to attend do to their personal schedules.

V. Student Demographics

The Emt class continues to be very popular with students. The retention of students is consitently over 90%, and the m ost recent data shows 93% retention from our past program review. The prgram reflects 75% of enrolled students are female, 92% male. One hundred percent of successful students placed with local providers within 30-60 days of state licensure.

VI. Student Accomplishments

Students participated in local hospital disaster drills.

Students participated in National Side-Walk CPR day on campus in conjunction with AMR ambulance over 200 students and staff were trained.

95% of successful EMT students were hired by the top four 911 private provider agencies. 5% were hired by Inter-facility providers.

Three students went on to enroll in UCLA paramedic school.

A number of students went on to various BSN programs throughout the US.

Many former students return to assist staff as volunteer skills instructors.

VII. Student Learning Outcomes Assessment Reflection

Current SLO assessment for EMT 2014 will be assessed this fall. Overall, when student SLOs are assessed we find over 90% of students meet the competencies listed.



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VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
Goal 1 2011-12	Reinstitute advisory committees for special courses that lead to careers.	Scheduled November / December 2013 with Hadsell.	Ongoing	
Goal 2 2011-12	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 2013 with Hadsell.	Ongoing	
Goal 3 2011-12	Increase publicity and recruitment efforts.	Gave campus wide fire extinguisher class for staff and students within the health science and physical science departments. Recertified Health Science faculty in CRP/ AED. Attended career day on campus and participated in career exploration class for counseling department.	Ongoing	2.2
Goal 4 2011-12	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.	Ongoing	5.2.4
Goal 5 2010-11	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	P	
Goal 6 2012-13	Increase the number of Professional Experts for the Emergency Medical	N/A due to budget	P	2.2.4

	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.			
Goal 7 2011	Meet again with Rio-Hondo College to discuss joint collaborative paramedic school proposal.	2012-2013	Ongoing	6.1.1 6.1.3

In addition to previous goals, during 2014-2015, we plan to:

	Description	Actions / Target Date	Data Index*	Institutional Goal**
Goal 1	Meet again with Rio Hondo College to pursue Paramedic school.	Fall 2014	Ongoing	1.1.5
Goal 2	Hold advisory meeting with clinical partners Nov/2014	Fall 2014	Pending	5.2.1
Goal 3				
Goal 4				

*For institutional goals visit link below.

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

**For Educational and Facilities Master Plan, use table below.

EFMP 1 -- Integrate EMT students more fully into the college campus by using such services as tutoring and having students assist withon campus CPR classes, and or health fairs on campus.
EFMP 2 --
EFMP 3 --



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IX. Budget Recommendations for 2014-2015

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

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Cliff Hadsell FT Faculty	Retain Program Director as required by CCR Title 22	M	1

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Stu McWilliams Lab assistant	Retain required skills assistant per CCR Title 22	M	1

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Attend national conference	Maintain staff currency in subject area	1000.00		2

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
none				

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Replace the existing outdated computer lab hardware and software. This includes all 30 computers.	Classroom/computers and lab equipment provide high quality instruction in nursing education. Currently, the computer lab hardware does not support critical software needed to effectively deliver instruction.	\$40-\$60,000	M, N, Q, F, C	2, 3
2015 DVD Updates	American Heart Association mandatory	1000	M, N, Q,	2, 3

	program updates		F, C	
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Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Replace human simulator that has become so obsolete that it can no longer be repaired.	Effective instruction. Maintain the simulation lab to meet current best practice.	95,000-110,000	M, N, Q, F, C	2, 3

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Purchase ongoing disposable equipment, bandages, IV bags, ET tubes, splints etc.	Students need to use disposable equipment to gain confidence prior to clinical rotations	3000.00	M	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.



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X. Career Technical Education

TOP CODE: 1250 EMERGENCY MEDICAL SERVICES

1. Advisory Committee meeting date(s): Nov 15, 2013

2. Advisory Committee recommendations

1.	Continue to pursue paramedic program
2.	Maintain current industry equipment
3.	
4.	
5.	

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

YES NO

4. Vocational Funds

Source	Purpose	Amount

5. Labor Market Data 2008 – 2018

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

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
EMT	1250	22,600	6700	42.1%
				%
				%
				%
				%
				%

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 of EMTs remains strong. According to the California Employment Development Department for 2010-2020, Employment will be strong showing 15,900-22,600 with a net increase of 6700 new positions or 42.1 increase

CORE INDICATORS

Indicator	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Actual)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	100.00	100.00	90.00	83.33	85.00
2. Credential, Certificate, or Degree	0.00	33.33	100.00	50.00	100.00
3. Persistence or Transfer	66.67	83.33	90.00	83.33	100.00
4. Placement	100.00	100.00	100.00	100.00	100.00
5. Nontraditional Participation					
6. Nontraditional Completion					

Total Count is 10 or Greater

Total Count is Less Than 10

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

CITRUS COLLEGE Negotiated Level	2009-10	2010-11	2011-12	2012-13	2013-14
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%	26.50%