FOOTHILL COLLEGE
Program Planning and Review
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I. Department/Program Mission	
1. State the department name and everyone who participated in creating the comprehensive program plan.	Paramedic Program Charlie McKellar, Judith Crawford, Belinda Lowder, Jarod Middleton, Brent Primrose, David Mayfield, Joel Levis
2. State the program's mission. If you don't have one, create one.	The Foothill College Paramedic Program dedicates its efforts and resources toward assuring a quality education and learning environment for its students. The program strives to produce paramedics with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach. The Paramedic Program is dedicated to the integration of didactic, laboratory, hospital, and internship objectives to successfully develop student's cognitive, psychomotor, and affective domains necessary for the safe and efficient care of patients in the emergency, prehospital setting. This education will provide the student with a foundation to pursue life long learning.
3. Explain how the program/department mission is aligned with the college mission?	One of Foothill College's missions is to: provide access to career preparation. The paramedic program provides career preparation in the form of preparing students to become paramedics.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: 7:30am Closed for Lunch: No ☒ or Yes ☐ If yes, when: Our offices closed at: 5:30pm			
2. What types of classes do you offer, at what locations, and at what times?	Times offered: ☒Morning (6AM-12PM) ☒Afternoon (12PM-4PM) ☒Evening (4PM-10PM)	Locations offered: ☐FH Main Campus ☒Middlefield ☒Off campus	Types Offered: ☒In Person ☐Hybrid ☐Distance	Status Offered: ☒Credit ☐Non-credit

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Director & Principal Instructor/Lecturer	1	0	Duties of the director shall include, but not be limited to: (1) Administration, organization and supervision of the educational program. (2) In coordination with the program medical director: approve the principal instructor, teaching assistants, field and hospital clinical preceptors, clinical and internship assignments, and coordinate the development of curriculum, including instructional objectives, and approve all methods of evaluation. (3) Ensure training program compliance with laws and accreditation standards (4) Sign all course completion records.

			(5) Ensure that the preceptor(s) are trained according to the curriculum (6) the director is responsible for all aspects of the program (7) attend mandatory Foothill division meetings and director meetings (8) continuous quality review & improvement of the educational program (9) long range planning & ongoing development of the program (10) the effectiveness of the program & have systems in place to demonstrate the effectiveness of the program (11) cooperative involvement with the medical director (12) adequate controls to assure quality of the delegated responsibilities Duties of the principal instructor: (1) Be responsible for areas including, but not limited to, curriculum development, course coordination, and instruction. (2) Create assignments & tests (3) Grade tests and assignments	
Lab Coordinator	0	1	Oversight of the lab portion of the paramedic program. Hire, train, manage lab assistants. Teach labs, create assignments & tests, grade tests.	
Clinical Coordinator	0	3	Oversight of the clinical portion of	

			the paramedic program. Place students in ambulance internships and all required areas of the hospital. Visit students, create assignments & tests, grade tests.
Medical Director	0	0	Overall medical oversight.
Faculty Lab Instructor	0	2	Provide lab instruction & testing.
Position Title	0	0	
Management and Classified Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**
Program Coordinator	0	1	Program clerical support.
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**
Position Title	0.00	0	
Position Title	0.00	0	
Position Title	0.00	0	

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	ENROLLMENT: Our retention for the graduating year of 2008 is up at 78.57%. Previous years indicate as low a 48% and as high as 66%. The 2008 year is a vast improvement. IMPLICATIONS: The program should continue with the changes that have been made as that the retention shows a marked improvement. FTES: 2008-2009 year – 114. 2007-2008 year- 97. 2006-2007- 84. IMPLICATIONS- The FTES has increased over the last 3 years. AVERAGE CLASS SIZE: 2008-2009 year – 25. 2007-2008 year- 20. 2006-2007- 25. IMPLICATIONS: The average class size is relatively stable.
5. Student Achievement: Given the data, describe the trends in	SUCCESS RATES: The program's licensure practical and

overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?	written exam rates are amazing. One year we had 21 out of 22 students pass the exam on the 1st attempt! We have a 100% pass rate on the national licensure examination. None of our students that have attempted the examinations have ever failed in the process. IMPLICATIONS: The program does extremely well in this area. No need for improvement. RETENTION RATES: Our retention for the graduating year of 2008 is up at 78.57%. Previous years indicate as low a 48% and as high as 66%. The 2008 year is a vast improvement. IMPLICATIONS: The program should continue with the changes that have been made as that the retention shows a marked improvement. DEGREES & CERTIFICATES AWARDED: Most of our students have bachelor degrees and many of them have graduate degrees. Therefore, most of our students do not pursue the AS or BS degree. In 2007-08 four students received their AS. 2006-07 = 2. 2005-06 = 0. 2004-05 = 0. 2003-04 = 0. 2002-03 = 1. 2001-02 = 0. IMPLICATIONS: No need for program change.
6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?	The paramedic program applicant pool is drawn from an existing pool of EMT-Basics, as the EMT-Basic course is a prerequisite for the paramedic program. As such our diversity is pre-selected by EMT-Basic schools. Other factors play a role, such as larger socio-political forces: race, class, socio-economics, and gender. California's 2004 ethnic breakdown was: White 46.6%, Hispanic 32.9%, Asian 11.6%, Black 6.7%. The paramedic program ethnic breakdown in 2004-05 was: White 49%, Hispanic 14%, Asian 5%, Black 5%, Pacific Islander<1%, Other 2%, Unrecorded 22%. California's gender breakdown in 2000 was: 50.2% and males 49.8%. In 2004-05 the paramedic program gender breakdown was: females 21% and males 77%, unrecorded 2%. In 2004 California's age category breakdown was (18-34) 24.2%, (35-49) 22.9%, (50+) 1.53%. In 2004-05 the paramedic program

	age category breakdown was (20-34) 89%, (35-49) 12%, (50+) 0.1%. If the paramedic program were to attempt to match California's population in equity/diversity, we would need to recruit more Hispanics, Asians, Pacific Islanders, females and those who are 35 years and older. It is significant to note that 22% of paramedic students were ethnically "unrecorded"; therefore, our data from the analysis is incomplete and thus inaccurate. Consequently, it is difficult to draw an accurate conclusion as to whether we have met the goals, exceeded the goals or not met the goals. Although, when I took at the faces of my students this year, I would say that we haven't met the goals of equity/diversity. Attempts to create equity/diversity must be aimed at students entering into the EMT-basic course for effects to be measured within the paramedic program. It is also significant to note that ethnicity is a difficult to define term. Students who are of mixed heritage pose a problem in that when data is captured- mixed heritage is not a recordable option. If the college feels that it is important to have equity and diversity in the paramedic program- money/staffing should be allocated and efforts should be directed at students entering at the EMT-Basic level. Further, the definition of "equity" is problematic. It brings to the forefront numerous questions: "Should we try to match the population surrounding the college?" "Should we try to match the population of CA?", "Should we try to match the population of the U.S.?", "Why?" "How?". This issue of equity is especially problematic in a field such as paramedicine that dictates a particular personality type and calls for certain physical attributes.
7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	2009-10 FTEF = 8.46 FTES = 115 2008-09 FTEF = 8.87 FTES = 134.3 2007-08 FTEF = 8.01 FTES = 101 IMPLICATIONS: The program would run better if we had another full time faculty member (aside from the director/principal instructor) instead of many part timers & 1 full-timer. The program is functional with the current

	FTEF/FTES ratio as that the program is extremely complex requiring 7 different external clinical rotations. 1/3 of the students attend ambulance internship as far away as Fresno. But the program would run more efficiently if we could use more FTEF. There exists a critical need for more load to be assigned to faculty. The Program operates a complex facility with an inordinate amount of sophisticated equipment (enough to fill 6 ambulances). Faculty need help with maintaining medical equipment; supply inventory and ordering, and regulatory compliance. The release time for program director is inadequate. A load of 50% or 100% would more accurately reflect the time required for the inordinate number of duties. Faculty need help with maintaining equipment, laboratory exercises and individual practical skills examinations.
8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	N/A
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	**College Strategic Initiatives**			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Maintain CAAHEP accreditation: self study and site visit 2013.	☐	☐	☐	☒
Revise and update curriculum to match the new state law requirements: (1) U. S. Department of	☐	☐	☒	☒

Transportation (DOT) National Emergency Medical Services (EMS) Education Standards (2) U. S. DOT National EMS Education Standards Paramedic Instructional Guidelines				
Restructure the curriculum to better meet the needs of the working EMT.	☒	☐	☒	☒
Promote and sponsor continuing education.	☒	☒	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

12. What is your plan for accomplishing your goals?

Department Operational Goals	Activities	
Maintain CAAHEP accreditation: Self Study and Site Visit February 2013.	Faculty actively collaborates on Program Accreditation Self Study	Faculty actively participates in preparation for and conduct of successful Site Visit.
Revise and update curriculum to match the new state law requirements: (1) U. S. Department of Transportation (DOT) National Emergency Medical Services (EMS) Education Standards (2) U. S. DOT National EMS Education Standards Paramedic Instructional Guidelines	Collaboratively re-work curriculum to meet the new state law requirements.	Revise all Course Outlines of Record to more accurately correlate with the new state law requirements.
Restructure the curriculum to better meet the needs of the working EMT.	Reconfigure CPR renewal and EMT recertification within or before the program starts to ease student progress within the program.	Program Director works with faculty to reconfigure CPR renewal and EMT recertification within or before the program starts to ease student progress within the program.
Promote and sponsor continuing education.	Work with area private ambulance services and fire departments to develop a cadaver laboratory course.	Sponsor innovative Cadaver Workshop. Identify and develop several vendor co-sponsors.

13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning.**
Increased Release Time for the Program Director (Increase to 50%)	To provide adequate time for management of the Paramedic Program that does not interfere with teaching assignments and does not lead to excessive stress and burn out. To provide the required time to prepare Annual Reports, Accreditation Self Study Document and Plan Site Visit.	Compliance with CAAHEP Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)
Funding for faculty development, curriculum revision & development, and department meetings.	The paramedic faculty must regularly meet to review survey data, review curriculum & correlate student learning outcomes with accreditation standards to move forward with appropriate changes to the curriculum and program re-structuring. Both part-time & full-time faculty must be involved in this process, which requires a considerable amount of time outside of class assignments and ongoing program responsibilities.	Compliance with CAAHEP Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	The curriculum addresses the needs of diverse learners by offering instruction for visual, auditory and kinesthetic learners.
2. How does your curriculum respond to changing community, student, and employer needs?	Yes, the program is constantly and consistently responsive to the community, students, and employers. We use feedback from surveys, faculty site visits, and advisory board meetings. For example, the paramedic students requested EMT skills recertification from the program. The program responded by creating a curriculum in open labs to accommodate this request. For example, employers begin using a new piece of equipment (CPAP) and the program responds by purchasing and teaching the students how to use this new piece of equipment.
3. How does your curriculum support the needs of other certificates or majors?	No.
4. Do your courses for the major align with transfer institutions?	Yes- the program has an articulation agreement with SJSU for a BS degree.

5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	The following are the program prerequisites: • High school diploma or GED certificate. • Current BLS (CPR) certification. • Possess a current EMT-IA certificate or EMT-1 with transport module or equivalent. • A minimum of six months full-time or equivalent part time experience with an EMS provider agency. • MATH 220 or equivalent college level course or placement into MATH 105 on the Foothill College placement test. • Eligible for ESL 25 or ENGL 110. More students would pass the program and score better if the program: 1) had a higher level of competency in the English and Math prerequisites. 2) had human anatomy & physiology as a prerequisite 3) had a bachelor's degree as a prerequisite Challenges: Implementing these higher level prerequisites would most likely result in a dramatic decrease in the applicant pool thus impacting the survival of the program as that most candidates would simply apply to other paramedic programs that do not implement such high prerequisites.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	There are no deficiencies.
7. Does your program offer distance education courses?	No.

8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	N/A
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	N/A
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)	
10. What college skills should a student have before entering your program?	Good work ethic and interpersonal skills. Good time management, high motivation, emotional maturity, and self-monitoring skills, Ability to read, write, and speak English at the college level. Ability to compute and reason at a college level. Ability to listen critically and take notes and to summarize and outline material effectively. Understanding of their Learning Style and possess good study habits. In addition, the successful student will have an affinity for humans and the desire and compassion required to be a paramedic.
11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	The program faculty judge these to be inconsistent and ineffective at ensuring that the student has college level skills in **English** (especially critical reading, effective writing including grammar, spelling, sentence writing, paragraph construction; summarizing and outlining.) **Math** (shocking lack of basic math knowledge and computational ability in many students…)
12. In what ways are you addressing the needs of the college skills students in your program?	It is required that entering students have been assessed and placed appropriately in English and Math. All courses require many reading, writing, summarizing, outlining, and critical thinking assignments and assessments of various types.
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	All directors of the Biological and Health Sciences Division discuss common issues and problems- solving them together. All faculty work closely with the counselors.
Program Mapping	
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	(1) EMTP 60A & EMTP 60B (2) EMTP 61A & EMTP 61B (3) EMTP 62A & EMTP 62B & EMTP 63A (4) EMTP 63B (5) EMTP 64A & EMTP 64B

15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	Yes, they are. The courses are carefully designed based on Accreditation Standards. The student learning outcomes reflect the advancement of students through the program with a layering of knowledge and skills, which sequentially build in depth, scope, and medical sophistication; and in the requirement for the effective application of higher orders of thinking.	
16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	All students must sit for and pass standardized National Practical and Written Examinations to become a Registered Emergency Medical Technician-Paramedic.	
Course Scheduling & Consistency		
17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.	Currently, scheduling of program courses (for Fall, Winter & Spring quarters) is during the day (8a–5p) Tuesdays & Wednesdays. The hospital specialty rotations are attended during varied hours and days of the week (as they fit within the student's and RN's schedules). The hospital emergency department rotations are attended during varied hours and days of the week (as they fit within the student's and RN's schedules). The ambulance field internships are attended during the paramedic preceptor's schedule. All classes except the ambulance field internship are offered at times convenient for students. It is not feasible to offer this class at more convenient times for students as that there is only a small number of paramedic preceptors due to the high turnover rate.	
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	Yes, the sequence permits students to complete the program in the prescribed length of time. The sequence is based upon state law requirements and accreditation standards.	

19. How does the department determine that classes are taught consistently with the course outline of record?	The course outline of record is the course outline required by state law and the accreditation agency. Verification of the classes being taught consistently with the course outline of record is determined in multiple ways: (1) student 1st time pass rates on the national examination (2) director's direct assessment (3) student & employer surveys
Summary of Planning Goals and Action Plans	
20. What are your goals with respect to curriculum and how will those goals be measured?	To meet student and employer needs and to adhere to all Accreditation Standards. Firstly, the goals of the program must meet the accreditation standards. Maintaining accreditation status affirms that the program curriculum goals are met. Secondly, there are the obvious measurable outcomes of the national board examinations. Thirdly, the required SLOs- each have objective and measurable outcomes for each course.

21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Increased Release Time and/or Stipend.	Program Director needs release time or a stipend to write annual reports and the extremely time consuming comprehensive Program Self-Study and Site Visit every four years.	Compliance with CAAHEP Accreditation Standards. SI #2: Promote Collaborative Decision Making Environment and Community.

IV. Student Learning Outcomes

Student Learning Outcome Assessment

1. **Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.**

2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Equipment, Materials, and Supplies	Keep paramedic Lab equipped with state-of-the-art medical equipment for students to train on. Expensive and resource intensive clinical skills labs.	Compliance with accreditation standards. Supports Student Learning. SI #3: Build a Community of Scholars (Student Success)
Increased Release Time and/or Stipend.	Program Director needs release time or a stipend to write annual & biennial reports and the extremely time consuming comprehensive Program Self-Study and Site Visit every four years.	Compliance with accreditation standards. SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)

V. Departmental Engagement	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	**Advisory Board:** consisting of community doctors, paramedics, paramedic preceptors, RNs, paramedic employers, instructors, graduates, and students. **Student Status Committee:** All paramedic faculty, meet to review student progress, identify at-risk students, discuss interventions, and disciplinary matters.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	The program director regularly attends BHS Division Program Director meetings to discuss issues of common concern and support each other in the routine operation of the programs (budget, outreach, etc.). Group collaboratively develops policies for student due process, discipline and dismissal; student policy manuals, student admissions, outreach, etc.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	The department has had discussions with the paratroopers of Moffett field. The paratroopers would like the program to provide continuing education to their paramedics. The department has had discussion with Stanford University School of Medicine. Stanford wanted to offer the paramedic program in collaboration with Foothill College. Numerous ambulance companies & other organizations have approached the department: Protransport, Palo Alto Fire Department, 911 EMS Educators, NCTI.
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	Central County Occupational Program pre Emergency Medical Technician course aligns with Foothill College's EMT course (which is a prerequisite to the Paramedic Program).
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements?	The program has an articulation agreement with SJSU for a BS degree. The paramedic program counts as 21 credits towards the SJSU BS degree.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to departmental engagement and how will those goals be measured?	The majority of the faculty of the Paramedic Program has been teaching together for several years and work

	together as a team. The program holds bi-monthly departmental meetings. All faculty participate in the "Work of the Program" in addition to their teaching assignments.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Increased Release Time and/or Stipend.	Program Director needs release time or a stipend to write annual reports and the extremely time consuming comprehensive Program Self-Study and Site Visit every four years.	Compliance with CAAHEP accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)

VI. Professional Development	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Faculty have attended the EMS Today conferences, ETUDES training, Online CE courses, and face to face paramedic continuing education.
2. What opportunities does your department take to share professional development experiences with colleagues?	All faculty work closely with one another every day. Faculty share information via: face-to-face interactions, emails, texting, and phone calls.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	New medical information is integrated into all courses as it becomes available. New equipment or A/V Resources are purchased and the faculty get necessary training and integrate the new technology into the lecture and clinical laboratory curriculum.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	[Partial Duplication of #3…] Needed are the funds for faculty to attend conferences and for the faculty to become Nationally Registered. There is a continual need in paramedicine to upgrade knowledge and clinical skills and learn new technology. Faculty should attend The National Association of EMS Educators symposium and the EMS Today conference. We needed additional funding to accomplish this goal.
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	Unmet or upcoming professional development needs: EMS Today Conference, the National Association of EMS Educators symposium, all faculty & lab instructors need to be Nationally Registered as EMT-Paramedics. PROPOSED PLAN OF ACTION: continue to ask for money for these projects.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	GOALS: Have all faculty attend: EMS Today Conference and the National Association of EMS Educators Symposium. Have all instructors become Nationally Registered. MEASURED BY: faculty will return from the conference and symposium with notes from lectures and share them with other faculty & students. Instructors will be card-carrying Nationally Registered Paramedics.

VI. Professional Development			
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**	
Funding for faculty development.	Faculty Educational and Training to maintain currency.	Compliance with CAAHEP Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)	

VII. Support Services

Support Services

Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes **| No**	The program requires a great deal of paperwork because it must meet state, national, & program accreditation requirements. This generates a great deal of reports & tracking. The barrier is that this vocational program exists in a community college setting where not enough money is allocated to pay for support. More money needs to be allocated to vocational programs so that the programs can pay for support. In addition, inventorying, ordering, stocking, and organizing tons of paramedic equipment requires constant attention.
2. Are there sufficient college and departmental computer labs available to support this program?	**Yes** | No	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes | **No**	The paramedic program is NOT located on the main campus. The library IS located on the main campus. Therefore paramedic students do not have access to the library. The paramedic program is located on the Middlefield Campus. The barrier to having adequate library and media resources is a lack of funds. Repeated requests for a library have been unsuccessful.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes | **No**	All the work of maintaining regulatory compliance falls on the program faculty with minimal support from the college or district. Required compliance mandated: Cal-OSHA-Health and Safety, EPA/HazMat.
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	**Yes** | No	

6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes | **No**	Because the program is located on the Middlefield Campus and the Disability Resource Center office is located on the Main Campus- there is a delay in assessment. Accommodations are inadequate as that there is no funding for alternative media, testing or tutorials. Accommodations are inadequate as that the Middlefield Campus Student Service Center does not provide services from 8am-noon when our students need accommodations.
7. Are general tutorial services adequate?	Yes | **No**	The Tutorial Center does not support the program and the program does not have the funding to hire tutors. Additional funds for PT hourly program specialists to tutor would be productive and improve student success.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes | **No**	Academic counseling and advising services are inadequate because the counselor is unavailable during the hours that the students are on campus. In addition, the counselor is not knowledgeable about the paramedic field to provide adequate counseling and advising.
9. Do students have access to and can they effectively use appropriate information resources?	Yes | **No**	The program is located on the Middlefield Campus. The library is located on the Main Campus, therefore students do not have adequate access to information resources.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes | No	N/A
Marketing & Outreach		
11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?	The college catalog, class schedule and online schedule of classes have little or no impact on marketing the paramedic program. The paramedic program must draw from individuals who are certified EMTs (as that state law requires it). This applicant pool must be accessed by direct marketing to personnel working on ambulances or at fire departments. The current marketing accurately reflects program requirements and services.	

12. What impact does the college or departmental website have on marketing your program?	The college or departmental website has little or no impact on marketing the paramedic program. The paramedic program must draw from individuals who are certified EMTs (as that state law requires it). This applicant pool must be accessed by direct marketing to personnel working on ambulances or at fire departments.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Make the program website more easy to find from the Foothill Home Page! Competing private schools are attracting students away from Foothill with their large advertising campaigns. Increase the marketing of the Paramedic Program and other Allied Health Programs as well. The public is generally unaware of what outstanding education and training we have to offer and how excellent and affordable our programs are. It is important that Marketing emphasize the difference between our programs and the competing private, for profit programs. The paramedic program must draw from individuals who are certified EMTs (as that state law requires it). This applicant pool must be accessed by direct marketing to personnel working on ambulances or at fire departments.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	The paramedic program must draw from individuals who are certified EMTs (as that state law requires it). This applicant pool must be accessed by direct marketing to personnel working on ambulances or at fire departments. I would ask the Outreach staff: 1) to visit all EMT schools in the area to handout brochures and conduct presentations on a regular basis 2) to visit ambulance companies to handout brochures and conduct presentations on a regular basis 3) to mail out postcards to all the registered EMTs in CA. Career Fairs directed at High School Graduates and College age students are ineffective. Program Information Nights to disseminate information to groups rather than to individuals are ineffective.
Programs, clubs, organizations, and special activities for students	

15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.		Most students do not have time for club activities on top of the rigors of the curriculum and internship requirements. There is not enough release time for faculty to create clubs.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.		Some cohorts are able to pass their national boards written and practicals (12 different stations) during their 1st attempt. This is an unheard of 1st time pass rate!
Summary of Planning Goals and Action Plans		
17. What are your goals with respect to support services and how will those goals be measured?		Ask for funds and cooperation from the Marketing department to: 1) visit all EMT schools in the area to handout brochures and conduct presentations on a regular basis 2) visit ambulance companies to handout brochures & conduct presentations on a regular basis 3) mail out postcards to all registered EMTs in CA 4) continue to ask the administration to put a library on the Middlefield Campus or continue to ask if the program can be relocated to the Main Campus
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Outreach Specialist Dedicated to Programs	Outreach is too fractured, inconsistent, unfocused and less effective than it could be	Access.
Time	12-month contract for the Program Director	Access & operations planning. The students take more units during the summer months than during the academic year. Program direction is necessary to maintain administration, organization and supervision of the educational program.

VIII. Career and Technical Education Programs	
Response to Labor Market Demand	
1. How does your program meet labor market demand? Cite specific examples and sources.	It is difficult to obtain accurate information regarding labor market demand as that the EDD combined EMT and Paramedics in their statistics. The California Emergency Medical Services Authority provides job announcements that list EMTs and Paramedics separately: http://www.emsa.ca.gov/jobs/default.asp In addition, the National Registry of EMTs provides a job announcements page: http://www.nremt.org/nremt/EMTServices/find_job.asp I cannot answer the question as to whether the program meets labor market demand- I do not have accurate data to do so.
2. Given the number of enrollments projected for the program and necessary to support the program, are there enousgh openings locally to permit placement of the expected number of graduates?	I cannot answer this question with 100% certainty because the statistics for openings of paramedic jobs is combined with EMT jobs through the EDD and Bureau of Labor and Statistics. Graduates keep in close contact with the faculty. Our students who have graduated and sought jobs as paramedics- have been successful.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	I cannot answer this question with 100% certainty because the statistics for paramedic jobs is combined with EMT jobs through the EDD and Bureau of Labor and Statistics.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	I cannot answer this question with 100% certainty because the statistics for salaries of paramedic jobs is combined with EMT jobs through the EDD and Bureau of Labor and Statistics.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	I cannot answer this question with 100% certainty because the statistics for salaries of paramedic jobs is combined with EMT jobs through the EDD and Bureau of Labor and Statistics.
Response to Program Credibility/Viability	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	Advanced degrees are sometimes required for career advancement. The courses within this program transfer to SJSU for a BS degree.

7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Yes.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	Yes, the program is current and highly rigorous. Yes, the program teaches basic principles and theory, as well as applications. The need for lifelong learning is emphasized throughout the curriculum. The curriculum provides a solid foundation of knowledge (basic principles and theory), clinical skills, and professional attitudes that enable the student to build upon them. One of the program goals is to instill an understanding of the need for lifelong learning to stay current in the Paramedic Profession. Many students continue with their education for advancement. The field is continually evolving and changing with new knowledge, technology, and equipment emerging continually. The students are taught and understand the need to take continuing education to stay current and employable in their profession.	
9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	No. The terminal objective is the Paramedic course completion certificate and eligibility for state licensure and national registry.	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	The Central County Occupational Center's (CCOC) EMT program articulates with the paramedic program. CCOC's program is open to high school juniors and seniors from six high school districts: Los Gatos-Saratoga Joint Union School District, Campbell Union High School District, East Side Union High School District, San Jose Unified School District, Milpitas Unified, and Santa Clara Unified School District.	

11. How does this program prepare students for competitive employment?	The reputation of the Foothill College Paramedic Program and the program interns and graduates in the Greater Bay Area is outstanding due to the rigorous education and training the students receive. They are clearly distinguished from other private program graduates. But paramedic employers do not discern among graduates. Paramedic employers desperately need paramedics as that the turnover rate for paramedics is high. The program is more of a benefit to the student than the employer as that the students feel confident in their decision-making abilities and skills. The program is more of a benefit to the patients than the employer.	
Advisory Board		
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	Not in compliance	
13. List the dates and number of members attending of your most recent advisory board meetings.	November 19th, 2009	
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	Not in compliance	
Program Accreditation		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	Yes, the program is subject to approval from the Commission on Accreditation of Allied Health Education Programs, Santa Clara County Emergency Medical Services Authority, and the California Emergency Medical Services Authority.	

16. What is the program's accreditation status?	The program's accreditation status is as follows: accredited with a requirement to submit progress reports. In the last letter (10/09/09) sent from CAAHEP the following was written: "The Program Director has a ten-month contract with the college, but students are on campus and in clinicals in the field year-round. Submit documentation that the responsibilities of the program director are met during the summer months."
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	The most recent accreditation evaluation asked for the following corrective action: 1) director needs to be paid year-round because students attend class year round and need supervision 2) the program needs appropriate lab facilities
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	Most year's we have a 100% 1st time pass rate. Other times we have a 98-99% 1st time pass rate.
19. What indicators does your program use to determine success of our students after completion?	National Registry of EMT-Paramedic practical and written examination scores and the procurement of employment as a paramedic.
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	Yes, our program sends out surveys to the employers. Our main employer has indicated that their human resources department will not allow them to fill out the survey.
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	N/A
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	Yes
Summary of Planning Goals and Action Plans	
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	Continue to educate, train and graduate high quality paramedics who are prepared for lifelong learning or advanced education and training. Maintain the high standards required for continued Accreditation by the CAAHEP.
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**	
Time	12-month contract for the Program Director	Access & operations planning. The students take more units during the summer months than during the academic year. Program direction is necessary to maintain administration, organization and supervision of the educational program.	

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
Faculty	
1. How does your PT/FT ratio impact the program?	5 PT to 1 FT impacts the program positively and negatively. Having many part-timers brings in a diversity of skill sets and knowledge. Also having many part-timers is difficult because they do not "take ownership" of the program in the same way as a full-timer.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	No retirements are anticipated. The director/principal instructor may go on PDL at some point in the future. The reassigned time for the director is inadequate. It is currently at 0.0833 for each quarter of the academic year: Fall, Winter & Spring. The program would run more efficiently if the director was given: 0.1666 for each of the following quarters: Fall, Winter, Spring, Summer. Turnover is not planned. There is no plan for growth or reduction of the program.
Classified Staff	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	If director release time is appropriately increased then current classified staff is adequate.
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	The medical and A/V equipment is currently state-of-the-art but technology advances rapidly in the paramedic field and equipment will become outdated or even obsolete over five years. Equipment and supply budgets have been reduced 50% and are inadequate to purchase required equipment and supplies. The program is supplementing the "B" budget and the Lottery Budget with funds from CTE (Perkins).
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	There are no unmet ADA needs identified at this time.

6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	N/A – the paramedic program does not offer distance education courses.
Technology & Equipment Definitions	
• **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.	
• **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.	
• **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.	
• **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.	
Facilities	
7. Are your facilities accessible to students with disabilities?	**Yes**
8. List needs for upgrades for existing spaces	The current space should not be upgraded because the space is out-dated and too small to conduct labs effectively (in addition it is owned by the city of Palo Alto).
9. List any new spaces that are needed	1. separate laboratory and lecture facilities 2. large laboratory physical plant & facilities 3. attached office spaces 4. attached storage facility for supplies & equipment 5. space for 2 ambulances
10. Identify any long-term maintenance needs.	Ongoing and regular updating and repair of medical equipment: electrocardiogram machines, glucometers, continuous positive airway pressure devices, etc (all the equipment that belongs in an ambulance).

11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	The lecture classroom is adequate – except there is no air conditioning. The laboratory is too small, and therefore inadequate. There are 35 students and 6 instructors trying to run 911 emergency scenarios is a lecture classroom that has tables and chairs in the way. The lab room is the size of a lecture room. It needs to be double or triple that size. In addition, it needs to have the tables and chairs removed- so there is space to run the 911 emergency scenarios. The faculty office/work space is adequate to support the program.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	We are at the Middlefield Campus and do not have maintenance provided by the District – unable to assess this.
Budget	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	**A-Budget:** Need additional funds for lab coordinator to perform duties: manage lab assistants and equipment. **B-Budget:** Inadequate. Equipment and Supply budgets have been reduced 50% and are inadequate to purchase required equipment and supplies. The program is supplementing the "B" budget and the Lottery Budget with CTE (Perkins).
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	**Student Numbers:** cannot be maintained with a deficient budget. Student Success: Inadequate equipment and supplies for students to learn and practice essential clinical skills and procedures. Students cannot be successful if they aren't afforded the opportunity to learn and to practice using expensive and expendable materials, equipment, and supplies. The overall quality of students will decline as well as limiting the faculty's ability to address the various needs of students with learning disabilities or different learning styles. Laboratory facilities do not meet accreditation standards.
15. Are there ways to use existing funds differently within your department to meet changing needs?	Yes. The faculty and program director are continually assessing and revaluating the allocation and use of resources to maximize economy and effectiveness.
Summary of Planning Goals and Action Plans	

16. What are your goals with respect to resource planning and how will those goals be measured?			
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**	
Technology & equipment	The medical and A/V equipment is currently state-of-the-art but technology advances rapidly in the paramedic field and equipment will become outdated or even obsolete over five years. Equipment and supply budgets have been reduced 50% and are inadequate to purchase required materials and supplies. The program is supplementing the "B" budget and the Lottery Budget with funds from CTE (Perkins).	Student learning, Operations planning	
Facility	1. separate laboratory and lecture facilities 2. large laboratory physical plant & facilities 3. attached office spaces 4. attached storage facility for supplies & equipment 5. space for 2 ambulances	Student learning, Operations planning	

Budget	**A-Budget:** Need additional funds for lab coordinator to perform duties: manage lab assistants and equipment. **B-Budget:** Inadequate. Equipment and supply budgets have been reduced 50% and are inadequate to purchase required materials and supplies. The program is supplementing the "B" budget and the Lottery Budget with funds from the CTE (Perkins).	Student learning, Operations planning	
Faculty	The reassigned time for the director is inadequate. It is currently at 0.0833 for each of the following quarters: Fall, Winter & Spring. The program would run more efficiently if the director was given: 0.1666 for each of the following quarters: Fall, Winter, Spring, Summer.	Student learning, Operations planning	

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

Operational Goals	**Action Plan**	**Action Plan**
Maintain CAAHEP Accreditation: Self Study and Site Visit	Faculty actively collaborates on Program Accreditation Self Study	Faculty actively participates in preparation for and conduct of successful Site Visit.
Revise and update curriculum to match the new state law requirements: (1) U. S. Department of Transportation (DOT) National Emergency Medical Services (EMS) Education Standards (2) U. S. DOT National EMS Education Standards Paramedic Instructional Guidelines	Collaboratively re-work curriculum to meet the new state law requirements.	Revise all Course Outlines of Record to more accurately correlate with the new state law requirements.
Restructure the curriculum to better meet the needs of the working EMT.	Reconfigure CPR renewal and EMT recertification within or before the program starts to ease student progress within the program.	Program Director works with faculty to reconfigure CPR renewal and EMT recertification within or before the program starts to ease student progress within the program.
Market the program more efficiently	Request an outreach specialist to target paramedic applicant pool (EMTs)	
Promote and sponsor continuing education.	Work with area private ambulance services and fire departments to develop a cadaver laboratory course.	Sponsor innovative Cadaver Workshop. Identify & develop several vendor co-sponsors.
Have all faculty and lab assistants Nationally Registered with the NREMT-Paramedic	Ask for faculty development funding	

Conduct advisory board meetings	Ask for an increase in director release hours	
Assure appropriate funding to have all students visited during the hospital rotations and ambulance field internships	Continue to work on program funding	
Increase funding to assure coordination of lab courses-organization of equipment, hiring of lab assistants, maintenance of equipment, ordering of supplies, etc.	Continue to work on program funding.	

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	**Purpose**	**Rationale**	**Estimated Cost**
New facility	1. separate laboratory and lecture facilities 2. large laboratory	Student learning, Operations planning, compliance with accreditation standards, SI #3: Building a	Measure C money was put aside to build a new facility. But the Middlefield Campus is owned by

	physical plant & facilities 3. attached office spaces 4. attached storage facility for supplies & equipment 5. space for 2 ambulances	Community of Scholars	the City of Palo Alto- and measure C money cannot be used on property that is not owned by the district.
Faculty	The reassigned time for the director is inadequate. It is currently at 0.0833 for each of the following quarters: Fall, Winter & Spring. The program would run more efficiently if the director was given: 0.1666 for each of the following quarters: Fall, Winter, Spring, Summer.	Student learning, Operations planning, compliance with accreditation standards. Program Director needs release time or a stipend to write annual reports and the extremely time consuming comprehensive Program Self-Study and Site Visit every four years.	?
Budget	**A-Budget:** Need additional funds for lab coordinator to perform duties: manage lab assistants and equipment. **B-Budget:** Funds for mileage and travel to meet contractual and accreditation requirements of hospital rotations and	Student learning, Operations planning	

	ambulance internships site visitation.		
Equipment, Materials, and Supplies	Keep paramedic Lab equipped with state-of-the-art medical equipment for students to train on. Expensive and resource intensive clinical skills labs.	Compliance with accreditation standards. Supports Student Learning. SI #3: Build a Community of Scholars (Student Success)	
Funding for faculty development.	Faculty Educational and Training to maintain currency.	Student learning, Operations planning	
Outreach Specialist Dedicated to Programs	Outreach is too fractured, inconsistent, unfocused and less effective than it could be	Access	

Supervising Administrator Signature	*Completion Date*