

Basic Program Information

Department Name:

Emergency Medical Services (EMS) Education Programs

Division Name:

Biological and Health Sciences

Program Mission(s):

The mission of the Department of Emergency Medical Services (EMS) Education Programs is to provide high-quality educational programs for emergency health-care professionals and other emergency response providers and technicians.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Dave Huseman	EMS Education Programs	Program Director

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	7 Paramedic PT faculty and 5 EMT PT faculty

Please list all existing Classified positions: None
 Charlie MacKellar

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
<i>EMT</i>	Certification of Completion (sufficient to permit student to take NREMT National Exam)		
Paramedic	X	X	
EMT-Basic Continuing Education	Course Completion (EMT303) allows them Recertification thru the state		

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
<i>Paramedic (AS)</i>	1	2	4	100
<i>Paramedic (CEA)</i>	0	1	1	0
<i>EMT)</i>	180*	193*	177*	-8%

*This data was taken from NREMT database.

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
<i>EMT Recertification</i>	28	10	13	30%
<i>EMT Recertification thru SBRC*</i>		550	174	-68%

*South Bay Regional Public Safety Training Consortium (SBRC) provides public safety training to approximately 1,900 full-time equivalent students (FTEs) each year including professionals from more than 70 city and county agencies. Foothill Community College is a member of the consortium and provides college credit for the EMT courses offered by SBRC.

b. Department Level Data: EMT

	2010-2011	2011-2012	2012-2013	% Change
Enrollment (TOTAL)	368	896	562	-37
<i>Enrollment (South Bay Regional Consortium)¹</i>		550*	174*	-68%
<i>Enrollment (CCOC)²</i>		46*	33*	-28%
<i>Enrollment (Summer Academy)³</i>	29*	22*	58*	163%
<i>Enrollment (Middlefield Campus)</i>	339	278	297	7%
Productivity (College Goal 2013-14: 535)	653	735	545	-25
Success	89%	94%	94%	0
Full-time FTEF	0	0.4	0.6	70
Part-time FTEF	1.3	1.6	1.3	-19

*Data pulled from Banner

¹Foothill Community College is a member of the South Bay Regional Public Safety Training Consortium (SBRC) and provides college credit for EMT courses offered by SBRC as continuing education.

²It is the mission of the CCOC to educate eligible high school and adult students for success in careers and college in a professional, hands-on environment.

³The Summer Academies are accelerated EMT programs designed to allow students to complete a 6 month program in 8 weeks. These are offered on the CCOC campus.

b. Department Level Data: Paramedic

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	310	311	300	-3.5%
Productivity (College Goal 2013-14: 535)	648	513	471	-8.1%
Success	93	92	82 ¹	-11% ¹
Full-time FTEF	0.7	0.3	0.4	34.7%
Part-time FTEF	1.9	2.5	2.4	-4.0%

¹Close evaluation of the "Success Rates by Course" demonstrate the dramatic decrease in students success from 2011-2012 and 2012-2013 stemmed exclusively from EMTP64A and 64B while success rates in every other EMTP class was 93% or higher in 2012-2013 year (with exception of EMTP63A which had 82% success rate). The decline in success rate in EMTP63A and B is discussed in detail under Section 2a.

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
X	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

N/A

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

Enrollment trends: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

EMT Enrollment. Compared to 2010, enrollment increased by 100% and 52% in 2011 and 2012 respectively. The main factor driving the increase is the SBRC recertification classes. SBRC enrollment by its nature will be highly variable from year to year reflecting the need in the community for the recertification of public safety employees. In contrast, the addition of EMT courses offered at the CCOC campus during the regular school year and the development of an accelerated EMT program offered during the summer (Map Your Future Academy) on the CCOC campus represent efforts to grow the program at remote sites. It is important to note that the students in the EMT program are NOT required to do clinical internships or field externships.

Paramedic Enrollment Enrollment has been steady in the Paramedic program over the last 3 years.

- e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

The distribution by ethnicities in the EMT class largely reflect the general Foothill population (Graph A.). However, there is a striking difference in the demographics of the general Foothill population compared to the Paramedic class. White students dominate the 2013-2014 paramedic class, comprising over 70% of the class.

The overwhelming male dominance in the Emergency Medicine field is seen in both the EMT and Paramedic students with 75% and 89% being males, respectively (Graph B) while the general Foothill population is much more balanced in gender distribution.

Students enrolled in the EMT program have a similar age distribution as the general Foothill population. However, Paramedic students overall represent an older group (Graph C) which may explain the observation that a high proportion of students enter the program with advanced degrees (Graph D)

- f. Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

The productivity of the EMT and Paramedic has been variable over the last three years. Despite this, the EMT productivity has consistently remained above the college goal of 535. Productivity in the Paramedic program has steadily declined since 2010 dropping below the college goal in 2011 and 2012. For both programs, there are accreditation and state EMS mandates for the ratio of student to faculty (EMT 10:1; Paramedic 6:1) during labs, which negatively impacts productivity. The productivity in the Paramedic program has declined from 648 to 513 to 471 in 2010, 2011 and 2012 academic school year respectively. This is due in part to the increased use of part time faculty rather than TEAs in labs. In addition, in response to the challenge of finding enough field externships for the paramedic students, the class size was reduced from mid 40s to 30 students in 2011 which negatively impacts productivity.

However, providing the continuing education thru the SBRC has a significant positive effect on productivity in the EMT program.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

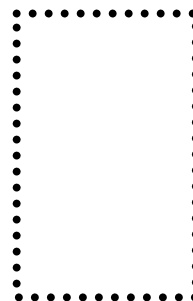
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

The National Registry is the certifying exam that all EMT and Paramedics must pass to get California licensure. Students have one year to pass the exam and have three attempts to pass. Our Paramedic students have 98.7% pass rates on their National Registry exam.

Success rates of all students in both the EMT and Paramedic program far exceed the institutional standard and the success rates exhibited by the general Foothill population (Graph E). However there was a noticeable decline in the success rate of Paramedic students in the 2012-2013 academic year. Closer analysis of this trend revealed that two classes drove the decline. This is shown in detail in Graph F. below.

Analysis of success rates of Paramedic students by classes demonstrated a dramatic difference between didactic/hospital internships versus the field work externships. As described above, under student success in Section 1b, paramedic students exhibit extraordinarily high success rates in their didactic classes (60A, 60B, 61A, 62A and 62B) and their specialty and Emergency Department rotation ((63A and 63B). However the success rate in the field externships has declined precipitously over the last 2 years. This is not a reflection on the our students' ability and training but rather the results of the challenges in scheduling the required number of hours of field work mandated by our accrediting and State EMS Agency. In other words, the students are unable to complete their course work due to the inability to place them in appropriate field externship sites.

The reasons for the decline in availability of field training evaluators include (1) EMS system provider changes, which have delayed our students from getting into field externship positions (2) a reduced number of field evaluators that are able to take our students for their field training and (3) competition with three other paramedic programs for field training evaluators in the Bay Area and surrounding counties. NCTI is a proprietary paramedic program associated with American Medical Response (AMR) paramedic service. AMR has first right of assignment for the NCTI students prior to the other program in those systems they manage.



b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

We strongly encouraging our students to complete the requirements for being awarded an AS degree, however as noted above, 80% of the students in the 2014 class entered with either an AS/AA degree or Baccalaureate degree. Therefore the awarding of a second degree is likely not the primary goal of our students. Despite this and likely the result of guidance and encouragement from the faculty, the number of students being awarded AS degrees is increasing (from 1 to 4 between 2011 – 2013) but the numbers remain very small.

Our efforts to encourage students to complete their AS degree include coordinating counseling staff visits with the students towards the end of the didactic phases to discuss the requirements for achieving an AS degree. In addition , students exiting the program are encouraged to contact counseling to see what requirements are left to achieve an AS degree.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Between 2010 to 2013, 82/83 Paramedic students passed the NREMT Paramedic exam, (National Registry Certification Exam). The one student who did not pass is eligible to retake the exam. During the same time period we had 385 EMT students take the exam with an 80% pass rate within the three opportunities to take the exam.

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

N/A

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

Not applicable

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

Classes in the EMT and Paramedic rely on student proficiency in reading, writing and mathematics. When we feel students are deficient in these areas we strongly encourage them to take the appropriate English and Math course(s) which will help them improve their skills in these areas.

b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

N/A

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

We have an articulation agreement with San Jose State University allowing graduates of our paramedic program to transfer to their bridge program in Health (BS)

c. Workgroup website: <http://www.foothill.edu/president/workforce.php>. If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

NA

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

Our program reviews our SLO's on a quarterly basis. We meet with faculty to discuss if our SLO are valid. Certainly many of the courses have uncovered areas for improvement and indications are that instructors are moving to make changes to courses as needed and where appropriate. Some changes are limited by budgetary constraints affecting the purchase of equipment, supplies, and the development of instructional facilities. Subject areas identified as needing improvement last year and improvements made include the following:

- We will implement the SRS program in the spring quarter, which will have our EMT and paramedic students meeting at designated times to receive both didactic and skills assistance.
- We have started sending out syllabus and reading schedule prior to the start of the class with the expectations for the class. This has help improve test scores and attrition rates since students know the expectations and demands of the program prior to the first day of class.
- The didactic and clinical course level SLOs directly reflect skills and abilities students need in order to succeed in the program and in the work field. We have received feedback form clinical sites on how well our students are doing, which reflects our SLO are accomplishing our goals.
- We have also included early recognition interviews to assess student's progress for both the didactic and laboratory portions. This information helps us to determine what corrective actions need to take place to help the student to be successful.
- The program level assessments reflect higher levels of learning, knowledge, and overall expertise in specific areas which gauge relative success in the program. The progressive nature of our courses helps us evaluate students success as students move from one course to another within the program.

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

Program mapping is directly in line with the college mission in that we are a career program focused on training people for employment in emergency medical services. Some of our course offering, especially in the area of cardiac care, 12 lead and respiratory emergencies utilizing CPAP cover advanced subject matters and require higher levels of knowledge/expertise. This is the main reason that we have chosen these courses to reflect on in our Program Assessment Plan. We feel that student success in these areas adequately reflects student success in the program overall.

- c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

We offer both an A.S. degree and a Certificate of Achievement. Since the majority of students enter the program with advanced degrees, they are less likely to convert their certificate to an A.S. degree. We have a counselor come to the class several times throughout their training to discuss their options of converting their certificate to an A.S. degree. We also have an articulation with San Jose State University

- d. If your program has other outcomes assessments at the program level, comment on the findings.**

National Registry and accreditation require that students are evaluated as a team lead and a team member . It is recommended that this evaluation be done a total of 50 times over the course of the didactic and clinical and field internships. This is a new requirement and we will report outcomes in the next Program Review.

- e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

Program faculty meet at the end of every quarter to recommend changes that would improve the program including implementation of mandated skills testing and discuss any student input on curriculum or other components of the program. Minutes are taken from the meetings and posted on the program website to track discussion and document changes. Every Wednesday prior to the start of labs, faculty meets to discuss goals and objectives and debrief afterwards to evaluate progress towards objectives. Yearly Program Advisory Committee meetings are held where program changes, challenges and strategies for improvement are discussed. Faculty attend EMS updates and attend webinars hosted by accrediting body and state EMSA to stay current on system changes and interventions to prevent skills degradation.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. State of Art lab equipment & Instructional materials	Ongoing	Yes	We have been able to upgrade and purchase several pieces of equipment with the assistance of Perkins and Measure C funding. This is an ongoing basis as the industry changes and skill levels increase our program needs to keep pace with the change of equipment, psychomotor level and knowledge for paramedics and EMT. Recently we purchased EKG charts and updated equipment, which will enhance student learning by giving them the opportunity to learn new procedures and learn a greater knowledge of their field.
2. Improved High Fidelity Manikins and ongoing repair	No	Yes	Currently we are in need of two to three high fidelity manikins for both EMT and paramedics. There are two of them are in need of repairs to minimize further damage.

<p>3. Faculty Professional Development</p>	<p>Ongoing</p>	<p>Yes</p>	<p>Since our program has adopted the use of the data collection and student portfolio system known as FISDAP, ongoing training is required for accreditation. In addition there is a need to have all of our part time faculty members receive the National EMS Educators instructor courses 1 and 2. Faculty members are to attend test writing seminars to meet accreditation requirements</p>
<p>4. Track student progress throughout program.</p>	<p>Ongoing</p>	<p>Yes</p>	<p>Our program has adopted a data driven, student portfolio system known as FISDAP. It will track the student's progress for labs, and externships. Primary faculty are required to receive annual training on the system and test writing capabilities to meet State and accreditation requirements.</p>

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

<p>Goal/Outcome (This is NOT a resource request)</p>	<p>Timeline (long/short-term)</p>	<p>How will this goal improve student success or respond to other key college initiatives?</p>	<p>How will progress toward this goal be measured?</p>
<p>1. Maintain Paramedic accreditation approval status</p>	<p>Long term</p>	<p>Accreditation mandates are established to ensure high quality program structure thereby enhancing student</p>	<p>Accreditation site visit Q1, 2014.</p>

		success	
2. Provide excellent didactic instruction, clinical internships and field externships.	Long term	Regularly evaluated and updated curriculum will ensure that student learning is up to date with the field. Identifying hospital internships and field externships are required for students to practice skill sets in real world setting	Regular testing; faculty evaluations by Dean and students; regular input from Advisory Board and Medical Advisor. Student evaluations of program upon graduation.
3. Faculty development	Long term	Training is required for faculty to maintain currency in their field and faculty can share best practices in teaching.	Attendance at EMS Simulation Conferences National Association of EMS Educators, Fisdap, and EMS Today. Provide training on scenario development and high fidelity manikin training use to meet National EMS Education Standards.
4. Improve overall structure of the paramedic and EMT program	Long term	Adequate number of full time faculty is required for seamless delivery of instruction and successful program administration. Program Director needs be a 12-month contract to meet accreditation requirements to provide oversight while students are in their clinical and field externship rotation throughout the program.	Student Evaluation of program. Input from Accrediting body.
5. Establish Student Portfolio – Students electronic record of program and career progress.	2014-2015 Program		National EMS Education Standards and the NREMT are requiring that programs develop student portfolios for each student. These will go with the student throughout the program and continue with them throughout their career. It will be compilation of their progress in areas of cognitive, psychomotor, affective Domain. The purpose of the

			portfolio is for employment opportunity. The employer will have electronic record of the quality of the paramedic or EMT being hired.
6. Simulation Lab	Long term	No	EMS, Medical and Nursing Programs are using high fidelity simulation incorporated into the student training. This proven method has shown an increase in reinforcement of knowledge, critical thinking, and prevention of skills degeneration
7. Ambulance and Extrication Vehicles	Ongoing	No	We are one of the few programs without an ambulance to help bring realism into the program for both EMT and paramedic. Students to have the experience of working in the back of an ambulance doing patient assessments and treatments in a confined space.

8. Incorporate a career path in EMS for Foothill College students	Ongoing	Yes	Incorporate Health 55 (Emergency Medical Responder) EMT and paramedic on one website for the college as the Foothill EMS Education Programs.

Section 7: Program Resources and Support

Using the tables below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this	Was position previously approved in last 3 years?
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		resource request supports this goal.	(y/n)
Full Time Faculty		1,2,4	no
Full Time Faculty		1,2,4	no

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n) no	If yes, indicate percent of time. 0.25
Has the program used division or department B-budget to fund reassign time? (y/n) no	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est. hours per month	% Time
Identifying sites/vendors to provide adequate number of field externships for students; negotiate and put in place all contracts for externships; maintain strong relationships with preceptors who are training our students Coordinate delivery of instruction between SCU contacts and part time faculty; coordination of contract with Santa Clara University;		1,2,4	0.25 for a total of 0.5 release time	

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
1. TEA (Paramedic) required student/faculty ratio of 6:1	\$21,000.00	To maintain required ratio for accreditation regulations and improve student learning.	Yes
2. TEA (EMT) required student/faculty ratio of 10:1	14,000	To maintain required ratio for accreditation regulations and improve student	Yes

		learning.	
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Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
1. Faculty Professional Development	\$4,000.00	Goal 1. Additional faculty need to attend NAMSE conference. Accreditation mandates staying current with EMS concerns and standards. NAEMSE provides instructor updates and trends in teaching and improving student success. This must continue each year. It's difficult for one representative to achieve all of the information, which is why it would be beneficial to our program.	Yes
2. Mileage Reimbursement	\$10,000	Goal 2. Foothill faculty must maintain close oversight of field and clinical internships and must be reimbursed for mileage.	yes

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
1. High Fidelity Manikins (3-4)	\$75,000.00	2, 3, 4, 5, 6	No
2. Ambulance/Extrication vehicles	\$10,000.00	2, 4, 6, 7, 8	No
3. ALS Manikins additional equipment for satellite sites. Repairs on equipment	\$6,000.00	2, 4, 6, 7, 8	Yes

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Previous Deans Recommendations: Areas of Concerns. The demands on the one full time director/instructor are many. Even though there is part time faculty, an additional full time position would strengthen the program. It is imperative that the EMTP program utilizes teaching equipment that mirrors industry standards. New EKG equipment is needed for meeting both industry and accreditation standards. **College Decisions.** The Dean prioritized the Full Time faculty position as “High” but this was not granted. Through Measure C funding, the EKG machines have been approved for purchase.

Previous VP Recommendations: Areas of concerns: It is important to remember that from a productivity perspective, accepting 30 students per class is not good for the program
Recommendations: Clarify what is needed for program to produce good paramedics. Also what do we need to begin changing now at Middlefield to be ready for the move to Onizuka? When the new National Education standards come out for EMS, watch for opportunities to turn the certificate of completion into a state approved certificate of achievement. **College Decisions.** The program decided to decrease the number of applicants due to the challenges of finding field externships. We maintain that this was the correct decision despite the impact on productivity. Our request of EKG machines was a direct result of accreditation mandates. The National Education Standards were released in late 2013 and we are still evaluating the recommendations.

After reviewing the data, what would you like to highlight about your program?

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The strength of the EMT and Paramedic program lie with the Program Director, Dave Huseman. Originally overseeing the EMT programming from 1998 to 2010 as a part time instructor, Dave currently maintains the oversight and vision for the program and assumed the position of Program Director for the Paramedic Program in 2010 when he was hired as a full time faculty.

Currently, the Program Director oversees EMT programming at three different locations (1) the original Foothill Middlefield campus (2) the CCOC campus in San Jose and (3) in 2014, EMT courses will be taught on the SCU campus in Santa Clara.

The EMT programming at the CCOC in San Jose deserves specific mention as it is designed for students of targeted ethnicities and “at risk” high school students . While the number of these students attending the EMT classes is still small, it represents the groundwork for further growth and expansion. More importantly, the program director exemplifies Foothill’s commitment to student equity by facilitating CTE training to all students regardless of skill level, ethnicity or life circumstances.

The Paramedic Program has continued to improve pass rates on the National Registry exam. Overall, the program has had 98.7% pass rate for the last 3 years. Based on feedback from our advisory board, our Paramedic program is highly regarded in the EMS community, local agencies and hospitals.

b. Areas of concern, if any:

As described above, beginning in 2014, the Program Director will be managing EMT programming at 3 different sites (Foothill Middlefield campus, CCOC in San Jose, and non-credit EMT programming offered at Santa Clara University). Establishing a viable class schedule takes extraordinary coordination. Due to accreditation requirements for EMT, a strict student/teacher ratio of 10:1 must be maintained in labs. Similarly, for Paramedic program, the student teacher ratio is 6:1. This requires the coordination of many part time instructors and TEAs to ensure that the program is in compliance and that students are being properly trained. The original strategy to ensure compliance with the student/teacher ratio was to utilize TEAs so the productivity was not negatively affected. However, this has proved to be incredibly expensive and difficult to ensure coordination and cohesion in delivery of instruction. Although the Program Director has been able to manage this so far, it is horribly unwieldy and is not sustainable long term.

Another complexity of the scheduling for the Paramedic program is the requirement that all faculty be experienced paramedics in order to be teachers. Therefore our part time Paramedic instructors are always individuals with concurrent full time employment as Paramedics. The schedules for this type of work is unpredictable by nature which demands that the Program Director stitch together classes based on availability of part time faculty often requiring a single class to be taught by 2 – 3 different part time faculty. Student feedback has indicated discontent with having multiple teachers in a single class citing the difficulty in maintaining an organized and cohesive curriculum.

Furthermore, there is a serious need for the identification and development of additional field externship opportunities for our students. As described in the Program Review, the decline in field externships has had significant impact on the length of time that students must remain in the program in order to fulfill the program requirements. The only way to identify additional externships is for the program director to spend time in the EMS community building bridges with these individuals/companies/vendors which will lead to commitments to the Foothill Paramedic program when they have opportunities to take students.

c. Recommendations for improvement:

The Program Director should evaluate the number of students accepted into next years class to ensure that we can provide the full spectrum of training required for the students to graduate promptly; however decreasing class size has negative impact on productivity and program viability. Therefore, the identification of reliable field externships and preceptors for our students is paramount to ensuring the long term viability of the program and must be the highest priority activity for the program director and dean for the next academic year.

An additional full time faculty is required to provide adequate structure for the EMT and Paramedic program. The additional faculty is key to ensuring that the remote sites where EMT programming is administered are properly managed and new field externships are identified for our Paramedic students.

Strategies should be identified and implemented that will encourage our targeted student populations to apply for both the EMT and Paramedic programs.

Supplemental instruction should be implemented promptly to support EMT students in efforts to increase the proportion of students who pass the NREMT licensure exam.

Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College

Program (BHS-EMTP) - Paramedic AS/CA

Mission Statement: The Foothill College Paramedic program o prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains,? with or without exit points at the Emergency Medical Technician-Intermediate, and/or Emergency Medical Technician-Basic levels. The program is designed to prepare students for employment as paramedic working for various EMS agencies, such as ambulance services, fire agencies, fixed & rotary wing operations, and hospital emergency departments. Students who complete the program in a satisfactory manner are qualified to apply for state paramedic licensure.

Primary Core Mission: Workforce

Secondary Core Mission: Transfer

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA - SLOI #1 Cardiac Patient situations - Student will identify cardiac emergencies learn how to assess and appropriate treatments. (Created By Department - Emergency Medical Technician - Paramedic (EMTP)) Course-Level SLO Status: Active	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target: Student must achieve an 80% on the written exam	03/14/2013 - We had an 89% pass rate for the Winter 2013 Quarter. Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: A second projector and screen for lecturing GE/IL-SLO Reflection: Encourage students to utilize the available resources for test preparation, i.e. online resources for the text book. We have noticed better student participation and understanding of the material when we have set up after class tutoring sessions .	01/22/2012 - To encourage students to use the test preparation and other text book resources available to the students.
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA - SLO #2 Respiratory Emergencies - Students will identify common respiratory emergencies and learn appropriate treatments (Created By Department - Emergency Medical Technician - Paramedic (EMTP)) Course-Level SLO Status: Active	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target: Student must achieve an 80% on the written exam	03/14/2013 - We had an 89% pass rate for the Fall 2012 Quarter Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: None at this time GE/IL-SLO Reflection: Encourage students to use online resources for required text book i.e. test preparation etc. We placed students into squads, which	01/22/2012 - To encourage students to use the test preparation and other text book resources available to the students.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		has helped to form study groups.	
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB - SLO #1 Cardiac Assessments - Student will learn and demonstrate appropriate assessments and ECG monitoring (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>	<p>03/14/2013 - We had an 89% pass rate for the Fall 2012 Quarter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Larger equipment room</p> <p>GE/IL-SLO Reflection: Encourage students to utilize the available resources for skills test preparation, i.e. online resources for the text book. We have noticed better student participation and understanding of the skills material when we have set up after class tutoring sessions. We have structured our labs so that students can focus on required skills.</p>	<p>01/24/2012 - Encourage students to use the online resources, i.e. skills sheets etc. associated with required lab text. Encourage students to focus on required skills per the NREMT</p>
	<p>Assessment Method: Student will be tested on cardiac assessment using an rubric evaluation tool.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the skills exam</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB - SLO #2 Assessment Respiratory Emergencies - Student will learn appropriate assessments of various respiratory emergencies (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student must achieve an 80% on the written exam</p> <p>Assessment Method: Skills assessments and testing</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>03/14/2013 - We had an 89% pass rate for the Fall 2012 Quarter.</p> <p>Result: Target Met</p>	<p>01/24/2012 - Encourage students to use the online resources, i.e. skills sheets etc. associated with required lab text. Encourage students to</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Additional proctors. Also, the program needs to add high fidelity simulation into the student learning process to reinforce knowledge and skills learned in the program.</p> <p>GE/IL-SLO Reflection: Structure labs so that students focus on required skills. Encourage students to use online resources for required text and lab book. Structure respiratory scenarios to help students reinforced lecture material in real life situations. This has diffidently allowed the material to be reinforced.</p>	<p>focus on required skills per the NREMT</p> <hr/>
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA - SLO #1 Thoracic and Abdominal Trauma - Student will identify various thoracic and abdominal trauma situations and learn appropriate treatments (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student must achieve an 80% on the written exam</p> <hr/> <p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student must achieve an 80% on the written</p>	<p>03/14/2013 - Student demonstrated a level of understanding with achieving an 85.5% or higher on quizzes and test during Winter Quarter 2013.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: A second projector and screen for lecturing</p> <p>GE/IL-SLO Reflection: Encourage students to utilize the available resources for test preparation, i.e. online resources for the text book. We have noticed better student participation and understanding of the material when we have set up after class tutoring sessions .</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	exam		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA - SLO #2 Multisystem Trauma - Student will learn how trauma affects the body systems and how to treat appropriately. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student must achieve an 80% on the written exam</p>	<p>03/14/2013 - Student are achieving 85.5% or higher. This is partly due to study groups and the formation of student governance to help identify deficiencies early.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Simulation manikins to help reinforce didactic material</p> <p>GE/IL-SLO Reflection: Structure labs so that students focus on required skills. Encourage students to use online resources for required text and lab book. Structure respiratory scenarios to help students reinforced lecture material in real life situations. This has diffidently allowed the material to be reinforced.</p>	
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIB - SLO #1 Thoracic and Abdominal Trauma - Student will learn how assessment skills and demonstrate treatment skills (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIB - SLO #2 Multisystem</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target:</p>	<p>03/14/2013 - Students demonstrated that more practice time will assist them to have a better understanding of the material. Putting students into squads has helped to form study groups.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Trauma - Student will demonstrate how to assess patient with multiple injuries and provide appropriate hands on treatment (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Student must achieve an 80% on the skills exam</p>	<p>Target Met Year This Assessment Occurred: 2012-2013 Resource Request: High fidelity simulation manikins for reinforcement of lecture material GE/IL-SLO Reflection: Encourage students to utilize the available resources for skills test preparation, i.e. online resources for the text book. We have noticed better student participation and understanding of the skills material when we have set up after class tutoring sessions. We have structured our labs so that students can focus on required skills.</p>	
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIIA - SLO #1 Environmental Emergencies - Learn the various environmental situations that can affect patients (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target: Student must achieve an 80% on the written exam</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIIA - SLO #2 Pediatric Patients - Student will learn the various emergency conditions that can affect the pediatric patient. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target: Student must achieve an 80% on the written exam</p>	<p>03/14/2013 - Students need to utilize study groups and other resources to be successful. Students averaged 85% on quizzes and test. Implementing squads and study groups improved the students understanding of the material. We should have higher success rates with our current 2013 group Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: A second projector and screen for lecturing GE/IL-SLO Reflection:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Students need to utilize textbooks, form study groups and online resources to help them to be successful.</p>	
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB - SLO #1</p> <p>Environmental Emergencies - Students will demonstrate assessments and appropriate treatments on patients affected by various environmental situations through simulation. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>	<p>03/14/2013 - Students achieved an average of 85% on skills testing and oral scenarios testing. Students need to utilize study groups and other resources to be successful. Students averaged 85% on quizzes and test. Implementing squads and study groups improved the students understanding of the material. We should have higher success rates with our current 2013 group</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: High fidelity simulation manikins for reinforcement of lecture material</p> <p>GE/IL-SLO Reflection: Student will demonstrate comprehension of lecture material in labs through skills and simulations. Students should utilize text and lab manuals to help them to be successful. The addition of high fidelity manikins would help improve the learning process.</p>	
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB - SLO #2 Pediatric Assessments - Students will proper and appropriate assessments on the pediatric patient. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL SPECIALTY ROTATIONS - SLO #1 Specialty Rotations ICU, Emergency Department, Trauma - Student will rotate through various critical care areas of the hospital to learn and increase their experience and knowledge. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Hospital preceptors will assess students through observation and quizzes.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>	<p>03/14/2013 - Students struggle to get various patient contacts during this portion of the training. More OR time was needed for airway management.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Additional money for cadaver airway training</p> <p>GE/IL-SLO Reflection: Students will demonstrate and be evaluated by a preceptor of their understanding of didactical information in a clinical setting. we have added an additional hospital, which has helped the program move students through the process.</p>	
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL SPECIALTY ROTATIONS - SLO #2 Specialty Rotation ICU, Pediatric, Labor and Delivery - Student will be observed by hospital preceptors while they assess and evaluate patients in these critical care areas. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quizzes and skills testing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY DEPARTMENT ROTATIONS - SLO #1 Emergency Department Rotation - Students will spend time in the emergency department under the supervision of a preceptor while they assess patients and administer</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>medications utilizing knowledge from didactic and skills portion of the program. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY DEPARTMENT ROTATIONS - SLO #2 Emergency Department Assessments Rotaion - Student must demonstrate their knowledge of assessing patients with various injuries and illnesses. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>	<p>03/14/2013 - Students are getting patient contacts which is helping them with patient assessments and treatment modalities. Our 2012-2013 group of students will all be placed during the spring quarter. This will be an improvement over previous years.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: Students are being evaluated by hospital personnel to determine their understanding of didactical and skills information through patient assessments and program homework.</p>	
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #1 Field Internship Phase Assessment - Student will work in a field environment under the supervision of a licensed paramedic while responding to calls demonstrating appropriate assessments and treatment on patients. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills and written exams</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool. Assessment will be done by a Field Preceptor and Program Staff</p>	<p>03/14/2013 - We have a 50% pass rate for the Winter 2013 Quarter. This is due the fact that we have done better networking with our sponsoring agencies and have improved relationships.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: Although we have had poor pass rate was partly due to changes in the EMS System during this pass year. We have improved the field internship locations and develop better communications with Stakeholders.</p>	<p>01/22/2012 - The poor pass rate was partly due to changes in the EMS System during this pass year. We are identifying areas to improve field internship locations and develop better communications with Stakeholders.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #2 Field Internship Phase Scene Management - Student will demonstrate under critical situations their ability to act calm and manage the scene of an emergency, while being observed by an licensed paramedic. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Exams and skills testing Assessment Method Type: Presentation/Performance Target: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool. Assessment will be done by a Field Preceptor and Program Staff</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #1 Field Internship Pateint Management - Student will demonstrate to the preceptor their ability to assess and treat patients with respiratory emergencies. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Skills and written testing Assessment Method Type: Presentation/Performance Target: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #2 Field Internship Phase Treatment Assessment - Student will demonstrate their ability to under that the required medication within their scope of practice. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Skills and written testing Assessment Method Type: Presentation/Performance Target: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>	<p>03/14/2013 - We have had 50% if we include the 2011 -2012 classes. Result: Target Not Met Year This Assessment Occurred: 2012-2013 Resource Request: None at this time GE/IL-SLO Reflection: The system had gone through some significant changes which had hampered</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		our program to complete students in a timely manner. We have taken the necessary steps to improve our relationships with our sponsoring agencies. We have completed the 2010 group, and still have some 2011 students completing their field internship or are waiting for a spot.	