



**Program: Paramedic Program**

\* Please note that sections IV and X have changed from the 09-10 version. All programs are required to update these sections and may roll other sections forward if updates are not necessary.

**Table of Contents**

- I. Department/Program Mission .....2**
- II. Department and Program Description & Data.....4**
- III. Curriculum.....14**
- IV. Learning Outcomes .....21**
- V. Departmental Engagement.....23**
- VI. Professional Development .....26**
- VII. Support Services.....28**
- VIII. Career and Technical Education Programs .....33**
- IX. Resource Planning: Personnel, Technology, Facilities, and Budget .....42**
- X. Final Summary of Goals, Commitments to Action, and Resource Requests .....48**

## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Paramedic Program Charlie McKellar, Judith Crawford, Belinda Lowder, Jarod Middleton, Brent Primrose, David Mayfield, Joel Levis</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The Foothill College Paramedic Program dedicates its efforts and resources toward assuring a quality education and learning environment for its students in career preparation for the occupation of paramedic. 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 and qualifies the student for 21 units of credit towards a bachelor's degree at San Jose State University.</p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p>The college mission is as follows: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. The Paramedic Program's mission is directly aligned with the college's mission in that students enrolled in the Paramedic Program receive an excellent education owing in part to the high level of faculty experience and dedication. The Paramedic Program provides career preparation in the form of training students to work as</p>

**I. Department/Program Mission**

	paramedics and it prepares students for transfer.
--	---

## II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: 7:30am Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> 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: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> 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).				
<b>Faculty Positions by Discipline</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>	
Director & Principal Instructor/Lecturer	1	0	<u>Duties of the director shall include, but are not be limited to:</u> (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 regulations and accreditation standards (4) Sign all course completion records.	

			<p>(5) Ensure that the hospital and ambulance 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 &amp; improvement of the educational program                  (9) long range planning &amp; ongoing development of the program                  (10) the effectiveness of the program &amp; 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  <u>Duties of the principal instructor shall include but are not limited to:</u>                  (1) Be responsible for areas including, but not limited to, curriculum development, course coordination, and instruction.                  (2) Create assignments &amp; tests                  (3) Grade tests and assignments</p>
Lab Coordinator/Faculty	0	1	Oversight of the lab portion of the paramedic program. Hire, train, manage lab assistants. Teach labs, create assignments & tests, grade

			tests. Assure that lab curriculum and courses meets accreditation and state requirements.
Clinical Coordinator/Faculty	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. Assure that clinical curriculum and courses meets accreditation and state requirements.
Medical Director	0	0	Overall medical oversight.
Faculty Lab Instructor	0	2	Provide lab instruction & testing.
Position Title	0	0	
<b>Management and Classified Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>
<b>Management and Classified Positions</b>	1	0	Program clerical support.
Program Coordinator	0	0	
Position Title	0	0	
Position Title	0	0	
<b>Student Worker Positions</b>	<b>Hours per Week</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>
Position Title	0.00	0	
Position Title	0.00	0	
Position Title	0.00	0	

<p>4. Given the data, describe the trends in <a href="#">enrollment</a>, <a href="#">FTES</a>, and <a href="#">Average Class size</a>. What are the implications for your department?</p>	<p>ENROLLMENT: 05-06=247, 06-07=195, 07-08=227, 08-09=273, 09-10=326. The overall trend in enrollment is increased enrollment.                  IMPLICATIONS: This implies that retention has increased, therefore the program should continue its current high quality practices.                  FTES: 05-06=95.3, 06-07=94.5, 07-08=101, 08-09=134.3</p>
---	--

	<p>IMPLICATIONS: Overall the FTES has increased over the last 4 academic years. This is most likely due to the fact that the state and accreditation guidelines have mandated an increase instructional content.</p> <p>AVERAGE CLASS SIZE: 05-06=, 06-07=, 07-08=, 08-09=, 09-10=. This data is currently unavailable.</p> <p>IMPLICATIONS: n/a</p>
<p>5. <b>Student Achievement:</b> Given the data, describe the trends in overall <b>success rates</b>, <b>retention rates</b>, and <b>degrees and certificates awarded</b>. What are the implications for your department?</p>	<p>SUCCESS RATES: 05-06=91%, 06-07=88%, 07-08=85%, 08-09=88%, 09-10=91%</p> <p>IMPLICATIONS: The program performs extremely well in this area. There is no need for improvement.</p> <p>RETENTION RATES: 05-06=97%, 06-07=92%, 07-08=94%, 08-09=96%, 09-10=98%</p> <p>IMPLICATIONS: The program performs extremely well in this area. There is no need for improvement.</p> <p>DEGREES &amp; CERTIFICATES AWARDED: A majority of our students have bachelor degrees and a few of them have graduate degrees. Therefore, most of our students do not pursue the AS or BS degree. 03-04=0%, 04-05=0%,05-06=0%, 06-07=2%, 07-08=4%, 08-09=1%, 09-10=2%</p> <p>IMPLICATIONS: No need for program change.</p>
<p>6. <b>Student Equity:</b> Given the data, describe the trends with respect to <b>underrepresented students</b>. How will your program address the needs/challenges indicated by the data?</p>	<p>The paramedic program applicant pool is drawn from an existing pool of EMT-Basics, as that the EMT-Basic course is a prerequisite for the paramedic program. Therefore, 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 2009-10 was: White 44%, Hispanic 11%, Asian 12%, Black 2%, Pacific Islander 0%, Other 11%, Unrecorded 15%. California's gender breakdown in 2000 was: females 50.2% and males 49.8%. In 2009-10 the paramedic program gender breakdown was: females 33% and males 67%. In 2004 California's age category breakdown was (18-34) 24.2%, (35-49) 22.9%, (50+) 1.53%. In 2009-10 the paramedic program</p>

	<p>age category breakdown was (20-34) 63%, (35-49) 13%, (50+) 3%. If the paramedic program were to attempt to match California’s population in equity/diversity, we would need to recruit more Hispanics, Blacks, females and those who are 35 years and older. It is significant to note that 15% of paramedic students were ethnically “unrecorded” and 11% were categorized as “Other”; 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 look 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 assertive personality type and calls for defined physical attributes, such as the ability to crawl, lift, squat, and carry humans and equipment in sometimes uneven terrain.</p>
<p>7. Given the data, discuss how the <b>FTEF</b> trends and <b>FTEF/FTES ratio</b> will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>2009-10 FTEF = 8.46 FTES = 115  Ratio FTEF to FTES 1:13.59  2008-09 FTEF = 8.87 FTES = 134.3  Ratio FTEF to FTES 1:15.14  2007-08 FTEF = 8.01 FTES = 101</p>



	<p>Ratio FTEF to FTES 12.61                  2006-07 FTEF = 7.32 FTES = 94.5                  Ratio FTEF to FTES 12.91                  2005-06 FTEF = 6.93 FTES = 95.3                  Ratio FTEF to FTES 13.75                  2004-05 FTEF = 7.32 FTES = 81.9                  Ratio FTEF to FTES 11.19                  IMPLICATIONS: 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 the program director is inadequate. A load of 50% or 100% would more accurately reflect the time required for the inordinate number of director duties. Faculty need help with maintaining equipment, laboratory exercises and individual practical skills examinations. Many skill labs are potentially dangerous and require a lower ratio of faculty to students, for example students insert needles into each other veins in order to practice intravenous access before entering the hospital rotations to perform this skill on real patients.</p>
<p>8. Given the data for <a href="#">distance learning</a>, describe the trends related to <a href="#">success</a>, <a href="#">retention</a>, and <a href="#">student satisfaction</a>. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>N/A – the Paramedic Program does not offer distance learning courses.</p>
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	
<p>10. Are you seeing <a href="#">trends</a> that are not reflected in the data cited above? If yes, please explain.</p>	

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 February 2013.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Revise and update curriculum to match the new state law and national accreditation requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Access more ambulance internships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
Maintain CAAHEP accreditation: Self Study and Site Visit February 2013.	Faculty, staff and students actively collaborates on Program Accreditation Self Study			
Revise and update curriculum to match the new state law and national accreditation requirements.	Collaboratively re-work curriculum to meet the new state law and national accreditation requirements.		Revise all Course Outlines of Record to more accurately correlate with the new state law and national accreditation requirements.	
Access more ambulance internships.	Faculty are pursuing internship sites in Las Vegas and Bakersfield.			
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 <b>supports one or more college strategic initiative and/or supports student learning.</b>		

<p>The paramedic lab room needs to be larger and optimally designed to provide 911 call simulations by housing numerous mock ambulances (it needs to be at least 3 times as large as it is now). Currently, the psychomotor portion of the program does not accurately cover the movement of the patient from the scene of the simulated 911 call to the ambulance and subsequent treatment enroute in a confined and mobile/dynamic space. The paramedic lab room also needs to be a dedicated space. A great deal of time is wasted setting up and dismantling lab stations. This waste of time is translated to dollars wasted on salaries that don't involve teaching. If we could leave 6 full stocked ambulance stations set-up- we could cover more lab</p>	<p>Maintain legal requirements. Maintain CAAHEP accreditation: Self Study and Site Visit February 2013.</p>	<p><u>Student Success</u> can only be possible with appropriate funding to meet required accreditation standards. If we don't meet accreditation legal requirements the program may be closed for violating the regulations.</p>
--	---	--

material. The lab room needs to large enough to house 36 students and 6 instructors while performing lab skills or 911 call simulations. Currently, the room in use is a standard high school classroom which is too small. Additionally, the standard lecture classroom tables and chairs are barriers to performing paramedic labs and 911 call simulations. There is a great deal of time wasted moving the chairs and tables to the sides of the room (and having these moved to the sides of the room decreases the useable space). The lab room needs adequate storage space for the paramedic teaching equipment. In addition, the room needs air conditioning and ventilation (currently we do not have this) and a sink for handwashing and emergency eye

washing.			
Access more ambulance internships.	Allow students more access to ambulance internships.	<u>Student Success</u> can only be possible with appropriate funding to procure required ambulance internship placements.	

III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of <b>diverse learners</b> ?	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 reports, and advisory board meetings results. For example, the paramedic students requested EMT skills recertification from the program and the program responded by creating a curriculum in open labs to accommodate this request. Another example is as follows: 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, the Paramedic Program is a career preparation and transfer course that is highly specialized.
4. Do your courses for the major align with transfer institutions?	Yes- the program has an articulation agreement with SJSU for a BS degree.

<p>5. Do your courses have appropriate and necessary <a href="#">prerequisites</a>? Identify any challenges and plans to address the challenges.</p>	<p>Yes, the courses have appropriate and necessary prerequisites.</p> <p>The following are the program prerequisites (most of these are either required state regulations or accreditation standards):</p> <ul style="list-style-type: none"> <li>• High school diploma or GED certificate.</li> <li>• Current BLS (CPR) certification.</li> <li>• Possess a current EMT-IA certificate or EMT-1 with transport module or equivalent.</li> <li>• A minimum of six months full-time or equivalent part time experience with an EMS provider agency.</li> <li>• MATH 220 or equivalent college level course or placement into MATH 105 on the Foothill College placement test.</li> <li>• Eligible for ESL 25 or ENGL 110.</li> </ul> <p>More students would pass the program and score better on the national examination if the program:</p> <p>1) required a higher level of competency in the English and Math prerequisites. 2) required human anatomy &amp; physiology as a prerequisite</p> <p>3) required a bachelor's degree as a prerequisite</p> <p>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 level prerequisites.</p> <p>Plans to address challenges: No change is necessary at this time.</p>
<p>6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <a href="#">Title V</a>, <a href="#">course deactivation</a>, updated <a href="#">prerequisites</a>, <a href="#">cross-listed courses</a>, measuring <a href="#">student learning outcomes</a>, <a href="#">curriculum sheets</a>, <a href="#">certificates</a> and <a href="#">degrees</a>).</p>	<p>All course outlines will be updated to reflect Title V requirements. The 190 series will be deactivated, additional student learning outcomes will be added to the courses on record with current reflections, and the curriculum sheet has already been updated (it is updated every year).</p>

7. Does your program offer <b>distance education</b> courses?	No.
8. If you offer <b>distance education</b> courses, list one or two short examples of how your <b>distance education</b> courses provide for effective interaction between students and faculty.	N/A- distance learning courses are not part of the Paramedic Program.
9. If you offer <b>distance education</b> courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	N/A- distance learning courses are not part of the Paramedic Program.
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>	
10. What <b>college skills</b> should a student have before entering your program?	
11. Given the data, comment on the effectiveness of the <b>assessment</b> and <b>placement</b> of college skills students into your program. (For MATH, ENGL and ESL only).	
12. In what ways are you addressing the needs of the <b>college skills</b> students in your program?	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	
<i>Program Mapping</i>	
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.	Accelerated Option: (1) EMTP 60A & EMTP 60B, (2) EMTP 61A & EMTP 61B & EMTP 63A, (3) EMTP 62A & EMTP 62B & EMTP 63B, (4) EMTP 64A & EMTP 64B. Standard Option: (1) EMTP 60A & EMTP 60B, (2) EMTP 61A & EMTP 61B & EMTP 63A, (3) EMTP 62A & EMTP 62B, (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 upon National 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.



<p>16. If applicable, describe any <b>capstone course</b>, <b>signature assignment</b> (project, <b>service learning</b>, portfolio), or <b>exam</b> that demonstrates knowledge, skills, and abilities, indicating successful program completion?</p>	<p>All students must sit for and pass standardized National Practical and Written Examinations to become a Registered Emergency Medical Technician-Paramedics.</p>	
<i>Course Scheduling &amp; Consistency</i>		
<p>17. Given available data, describe the <b>trends</b> in the scheduling of <b>morning</b>, <b>afternoon</b>, and <b>evening</b> classes, as well as Friday, <b>Weekend</b>, and <b>distance education</b> classes. Comment on the feasibility of offering classes at non-standard times.</p>	<p>Currently, scheduling of program courses (for Fall, Winter &amp; Spring quarters) is during the day (8a–5p) Tuesdays &amp; 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 according to the paramedic preceptor’s schedule. All classes except for the ambulance field internship are offered at times very convenient for students (non-standard times- blocked teaching). Students enrolled in the Paramedic Program work as EMT on an ambulance. Our non-standard times and blocked scheduled teaching allows students to easily attend courses. The Paramedic Program does not have the ability to change the ambulance field internship hours of attendance as that we contract with outside agencies to provide this portion of the education. The agencies have limited field preceptors but they tend to try to accommodate student requests.</p>	
<p>18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <b>prescribed length of time</b>? 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.</p>	<p>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.</p>	

<p>19. How does the department determine that classes are taught consistently with the <a href="#">course outline of record</a>?</p>	<p>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 1<sup>st</sup> time pass rates on the national examination (2) director’s direct assessment (3) student &amp; employer surveys.</p>	
<p><b>Summary of Planning Goals and Action Plans</b></p>		
<p>20. What are your goals with respect to curriculum and how will those goals be measured?</p>	<p>The goals of the Paramedic Program with respect to the curriculum are to meet student and employer needs and to adhere to all national accreditation standards and state regulations. The goals are measured in three ways: 1) the program must meet the accreditation standards and state regulations; maintaining accreditation status affirms that the program curriculum goals are met, 2) there are the obvious measurable outcomes of the national board examinations, 3) the required SLOs- each having objective and measurable outcomes for each course.</p>	
<p>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.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>

<p>Increased Release Time and/or Stipend.</p>	<p>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. In addition, the director needs the appropriate release time to perform the normal duties of program director. Currently the director is allotted 25% release time. The director needs 50%-100% release time (as that this is the time allotted to other Paramedic Program directors at programs around the nation.) The Paramedic Program has been cited by its accreditation agency for allotting too little release time for the director.</p>	<p>RATIONALE: Compliance with CAAHEP accreditation standards.</p> <p>STRATEGIC INITIATIVE: <u>Student Success</u> can only be possible with appropriate director release time. If we don't meet accreditation legal requirements the program may be closed for violating the law. If the program is closed- student success is not possible.</p>	
---	--	--	--

<p>Appropriate lab facilities with a dedicated room.</p>	<p>The paramedic lab room needs to be larger and optimally designed to provide 911 call simulations by housing numerous mock ambulances (it needs to be at least 3 times as large as it is now). Currently, the psychomotor portion of the program does not accurately cover the movement of the patient from the scene of the simulated 911 call to the ambulance and subsequent treatment enroute in a confined and mobile/dynamic space. The paramedic lab room also needs to be a dedicated space. A great deal time is wasted setting up and dismantling lab stations. This waste time is translated to dollars wasted on salaries that don't involve teaching. If we could leave 6 full stocked ambulance stations set-up- we could cover more lab material. The lab room needs to large enough to house 36 students and 6 instructors while performing lab skills or 911 call simulations. Currently, the room in use is a standard high school classroom which is too small. Additionally, the standard lecture classroom tables and chairs are barriers to performing paramedic labs and 911 call simulations. There is a great deal of time wasted moving the chairs and tables to the sides of the room (and having these moved to the sides of the room decreases the useable space). The lab room needs adequate storage space for the paramedic teaching equipment. In addition, the room needs air conditioning (we do not have this) and a sink for handwashing and emergency eye washing.</p>	<p>RATIONALE: Compliance with CAAHEP accreditation standards.          STRATEGIC INITIATIVE: Putting access into action by aligning workforce training with job requirements and increasing responsiveness to the business community through providing 911 call simulations that closely represent what occurs in the real work world.</p> <p>RATIONALE: Compliance with CAAHEP accreditation standards.</p> <p>STRATEGIC INITIATIVE: <u>Student Success</u> can only be possible with lab facilities. If we don't meet accreditation legal requirements the program may be closed for violating the law. If the program is closed- student success is not possible.</p>
--	--	--

## IV. Learning Outcomes

### Student Learning Outcome and Program Learning Outcomes Assessment

1. Be sure and complete your **course-level student learning outcomes** assessment for each course through the C3MS system.

2. **Program Learning Outcomes** in this section will be updated annually and posted on the [Learning Outcomes](#) webpage.

• **Intended Program Outcome 1:** Upon completion of the program the graduate will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input checked="" type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> <li>• Communication</li> <li>• Computation</li> <li>• Critical Thinking</li> <li>• Community and Global Consciousness</li> </ul>	Means of Assessment/Criteria for Success  <i>What are the criteria for success? What tools will be used to establish and measure success?</i>	Summary of Data: October 2011  <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011  <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>
MEETS INSTITUTIONAL LEARNING OUTCOME of: communication, computation, critical thinking, and community and global consciousness.	The criteria for success will be the employer surveys and the national practical exam results.	Employer surveys: there is a very low response to our employer surveys. The main paramedic employer in the Bay Area refuses to complete and return our surveys stating that it violated some regulation. The HR department of the employer was contacted with the same result. National Practical Exam results: All students passed the national practical examination. 97% passed on their 1 <sup>st</sup> attempt and the remainder passed on their 2 <sup>nd</sup>	IMPROVEMENTS: see-“X. Final Summary of Goals, Commitments to Action, and Resource Requests” of this document.

		attempt.	
<p>• <b>Intended Program Outcome 2:</b> Graduates will perform as competent, entry-level EMT-Paramedics.</p>			
<p>This Program Learning Outcome meets the Core College Mission of:</p>	<p>Basic Skills <input type="checkbox"/></p>	<p>Transfer <input type="checkbox"/></p>	<p>Workforce <input checked="" type="checkbox"/></p>
<p>Relationship to Institutional Learning Outcomes</p> <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	<p>Means of Assessment/Criteria for Success</p> <p><i>What are the criteria for success? What tools will be used to establish and measure success?</i></p>	<p>Summary of Data: October 2011</p> <p><i>Summarize the findings. How close were the results to the criteria for success?</i></p>	<p>Use of Results: October 2011</p> <p><i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i></p>
<p>MEETS INSTITUTIONAL LEARNING OUTCOMES of: communication, computation, critical thinking, and community and global consciousness.</p>	<p>Criteria for success: National examination results (practical &amp; written) and employer survey results.</p>	<p>Employer surveys: there is a very low response to our employer surveys. The main paramedic employer in the Bay Area refuses to complete and return our surveys stating that it violated some regulation. The HR department of the employer was contacted with the same result.</p> <p>National Practical and Written Exam results: All students passed the national practical examination. 97% passed on their 1<sup>st</sup> attempt and the remainder passed on their 2<sup>nd</sup> attempt.</p>	<p>IMPROVEMENTS: see- "X. Final Summary of Goals, Commitments to Action, and Resource Requests" of this document.</p>

<b>V. Departmental Engagement</b>	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	<p><b>Advisory Board:</b> consisting of community doctors, paramedics, paramedic preceptors, RNs, paramedic employers, instructors, graduates, and students.</p> <p><b>Student Status Committee:</b> All paramedic faculty meet to review student progress, identify at-risk students, discuss interventions, and disciplinary matters.</p>
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 and Program Director meetings to discuss issues of common concern and support each other in the routine operation of the programs (budget, outreach, etc.). The 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 approached MedicWest in Las Vegas and a company in New Mexico to establish an internship contract.
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 <a href="#">articulation agreements</a> ?	The program has an articulation agreement with SJSU for a BS degree. The paramedic program counts as 21 credits towards the SJSU BS degree.
<b>Summary of Planning Goals and Action Plans</b>	
6. What are your goals with respect to departmental engagement and how will those goals be measured?	The majority of the Paramedic Program faculty have 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. Our goals are to maintain national accreditation and state law requirements. In addition, we'd like our students to be

		able to pass the national exam on their 1 <sup>st</sup> attempt. The goals can be measured in the following ways: a) if we are not cited by the accreditation site visitors, we'll have met goal #1, b) if we are not cited by the county EMSA, we'll have met goal #2, c) if our students are able to pass the national exam on their 1 <sup>st</sup> attempt- we'll have met goal #3.
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 <b>supports one or more college strategic initiative and/or supports student learning.</b>
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. In addition, the director needs this time to perform the normal duties of program director.	RATIONALE: Compliance with CAAHEP accreditation standards.  STRATEGIC INITIATIVE: <u>Student Success</u> can only be possible with appropriate director release time. If we don't meet accreditation legal requirements the program may be closed for violating the law. If the program is closed- student success is not possible.
Equipment, Materials, and Supplies	Keep paramedic lab equipped with state-of-the-art medical equipment for students to train on. The labs are expensive and resource intensive.	RATIONALE: Compliance with CAAHEP accreditation standards.  STRATEGIC INITIATIVE: <u>Student Success</u> can only be possible with appropriate & up-to-date lab equipment. If we don't meet accreditation legal requirements the program may be closed for violating the law. If the program is closed- student success is not possible.
Appropriate lab facilities with a dedicated room.	The paramedic lab room needs to be larger and optimally designed to provide 911 call simulations by housing numerous mock	RATIONALE: Compliance with CAAHEP accreditation standards.



	<p>ambulances. Currently, the psychomotor portion of the program does not accurately cover the movement of the patient from the scene of the simulated 911 call to the ambulance and subsequent treatment enroute in a confined and mobile/dynamic space.</p> <p>The paramedic lab room also needs to a dedicated space. A great deal time is wasted setting up and dismantling lab stations. This waste time is translated to dollars wasted on salaries that don't involve teaching.</p> <p>The lab room needs adequate storage space for the paramedic teaching equipment. In addition, the room needs air conditioning and heating (currently we do not have this) and a sink for handwashing and emergency eye washing.</p> <p>The Paramedic Program was cited by its accreditation agency for deficient lab facilities.</p>	<p>STRATEGIC INITIATIVE: <u>Student Success</u> can only be possible with appropriate lab facilities. If we don't meet accreditation legal requirements the program may be closed for violating the law. If the program is closed-student success is not possible.</p>	

<b>VI. Professional Development</b>	
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, online CE courses, and face to face paramedic continuing education- such as Advanced Cardiac Life Support, Pediatric Advanced Life Support, and Prehospital Trauma Life Support courses.
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. When a faculty member attends the annual EMS Today conference- a presentation is arranged to educate the faculty who were unable to attend.
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 the 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. Also, funding for Advanced Cardiac Life Support, Pediatric Advanced Life Support, and Prehospital Trauma Life Support would be beneficial.
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 should be Nationally Registered as EMT-Paramedics. <b>PROPOSED PLAN OF ACTION:</b> continue to ask for money for these projects and/or some faculty will pay out of their pockets to achieve the goals.
<b>Summary of Planning Goals and Action Plans</b>	
6. What are your goals with respect to professional	<b>GOALS:</b> Have all faculty attend: EMS Today Conference and

VI. Professional Development		
development and how will those goals be measured?	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 through presentations. Instructors will be card-carrying Nationally Registered Paramedics.	
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 <b>supports one or more college strategic initiative and/or supports student learning.</b>
Funding for faculty development.	Faculty Educational and Training to maintain currency.	RATIONALE: Compliance with CAAHEP accreditation standards.  STRATEGIC INITIATIVE: <u>Student Success</u> can only be possible with appropriately educated faculty. If we don't meet accreditation legal requirements the program may be closed for violating the law. If the program is closed-student success is not possible.

## 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	<p><b>BARRIERS:</b> The program requires a great deal of paperwork because it must meet state, national, &amp; program accreditation requirements. This generates a great deal of reports &amp; requires intense tracking. The barrier is that this vocational program exists in a community college setting where not enough money is allocated to pay for support.</p> <p><b>SOLUTIONS:</b> More money needs to be allocated to vocational programs so that the programs can pay for support. In addition, inventorying, ordering, stocking, and organizing copious amounts of paramedic equipment requires constant attention.</p>
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	<p><b>BARRIERS:</b> 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.</p> <p><b>SOLUTION:</b> Continue to ask for library facilities on the Middlefield Campus or ask that our program be relocated to the main campus.</p>

4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes   No	<p><b>BARRIER:</b> All the work of maintaining regulatory compliance falls on the program director with minimal support from the college or district.</p> <p>Required compliance mandated: Cal-OSHA-Health and Safety, EPA/HazMat.</p> <p><b>SOLUTION:</b> Allocate more release time so that the program director can perform the required duties.</p>
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	<p><b>BARRIER:</b> 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 would need accommodations.</p> <p><b>SOLUTION:</b> Continue to ask for disability services on the Middlefield Campus or ask that our program be relocated to the main campus.</p>
7. Are general tutorial services adequate?	Yes   No	<p><b>BARRIER:</b> The Tutorial Center does not support the program and the program does not have the funding to hire tutors.</p> <p><b>SOLUTION:</b> Additional funds for PT hourly program specialists to tutor would be productive and improve student success.</p>

8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes   No	<p>BARRIER: 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.</p> <p>SOLUTION: Move the paramedic program to the main campus or offer counseling on the Middlefield Campus during convenient times for the paramedic students and train the counselors to advise paramedic student accordingly.</p>
9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?	Yes   No	<p>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.</p>
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes   No	<p>N/A =the Paramedic Program does not offer distance learning courses.</p>
<i>Marketing &amp; Outreach</i>		
11. What impact do you feel the <a href="#">college catalog</a> , <a href="#">class schedule</a> , and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		<p>BARRIER: 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). The current marketing accurately reflects program requirements and services.</p> <p>SOLUTION: This applicant pool must be accessed by direct marketing to personnel working on ambulances or at fire departments.</p>
12. What impact does the college or departmental website have on marketing your program?		<p>BARRIER: 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).</p> <p>SOLUTION: This applicant pool must be accessed by direct marketing to personnel working on ambulances or at fire departments.</p>

<p>13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.</p>	<p>SOLUTION: Make the program website more easy to find from the Foothill Home Page!</p> <p>Competing private schools are attracting students away from Foothill with their large advertising campaigns.</p> <p>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.</p> <p>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.</p>
<p>14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?</p>	<p>SOLUTION: 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 <u>ineffective</u>. Program Information Nights to disseminate information to groups rather than to individuals are <u>ineffective</u>.</p>
<p><i>Programs, clubs, organizations, and special activities for students</i></p>	
<p>15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.</p>	<p>Most students do not have time for club activities on top of the rigors of the curriculum and internship requirements (as that student take approximately 19.5 units/quarter while in the Paramedic Program). There is not enough release time for faculty to create clubs.</p>

<p>16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.</p>	<p>Some cohorts are able to pass their national board written and practical exams (12 different stations) during their 1<sup>st</sup> attempt. This is an unheard of 1<sup>st</sup> time pass rate! We have a 100% overall pass rate on the national exam. Our pass rates on the national examinations may be the highest in the nation.</p>	
<p><b>Summary of Planning Goals and Action Plans</b></p>		
<p>17. What are your goals with respect to support services and how will those goals be measured?</p>	<p>GOALS/ACTION PLANS: 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 &amp; 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                  MEASUREMENTS: 1) marketing can provide a list of schools, dates and times that visitations occurred, 2) marketing can provide a list of companies &amp; departments, dates and times that visitations occurred, 3) a copy of the postcard and the recipients' addresses, 4) a physical library will exist on the Middlefield Campus or the Paramedic Program will be relocated to the main campus</p>	
<p>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.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>
<p>Outreach Specialist Dedicated to Programs</p>	<p>Outreach is too fractured, inconsistent, unfocused and less effective than it could be</p>	<p>Access.</p>
<p></p>	<p></p>	<p></p>
<p></p>	<p></p>	<p></p>
<p></p>	<p></p>	<p></p>
<p></p>	<p></p>	<p></p>



VIII. Career and Technical Education Programs	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	<p>It is difficult to obtain accurate information regarding labor market demands as that the reports combined the EMT and Paramedic data in their statistics. The California Emergency Medical Services Authority provides job announcements that list EMTs and Paramedics separately:  <a href="http://www.emsa.ca.gov/jobs/default.asp">http://www.emsa.ca.gov/jobs/default.asp</a></p> <p>In addition, the National Registry of EMTs provides a job announcements page:  <a href="http://www.nremt.org/nremt/EMTServices/find_job.asp">http://www.nremt.org/nremt/EMTServices/find_job.asp</a></p> <p>I cannot answer the question as to whether the program meets labor market demands- I do not have accurate data to do so.</p>
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	I cannot answer this question because the statistics for paramedic jobs is combined with EMT jobs in the reports. 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 because the statistics for paramedic jobs is combined with EMT jobs in the reports.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	I cannot answer this question because the statistics for paramedic jobs is combined with EMT jobs in the reports.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	I cannot answer this question because the statistics for paramedic jobs is combined with EMT jobs in the reports.
<i>Response to Program Credibility/Viability</i>	
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. 21 quarter units 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.

<p>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?</p>	<p>Yes, the program is current and highly rigorous. Yes, the program teaches basic principles and theory, as well as applications.</p> <p>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.</p> <p>Many students advance by continuing their education. 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. Paramedics licensed in the state of CA are required to attend 48 hours of continuing education every 2 years to maintain licensure. Paramedics who wish to maintain their national status must attend 72 hours of continuing education every 2 years.</p>
<p>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?</p>	<p>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.</p>
<p>10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?</p>	<p>The Central County Occupational Center's (CCOC) EMT program articulates with the paramedic program.</p>

<p>11. How does this program prepare students for competitive employment?</p>	<p>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 as that the hospital and ambulance preceptor surveys pay great compliments and give glowing reviews to our program and students. But most paramedic employers do not discern among graduates. Paramedic employers desperately need paramedics as that the turnover rate for paramedics is typically high. The program is more of a benefit to the student than the employer as that the student feels confident in their paramedic decision-making abilities and skills after they graduate. The program is more of a benefit to the patients than the employer in that the graduates practice medicine with outstanding clinical abilities while providing a high level of compassionate patient care that is thoughtful and intelligent in its approach</p>	
<p style="text-align: center;"><i>Advisory Board</i></p>		

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.

**EMS Community:**

Jesus Guerrero, American Medical Response  
 Sue Stapleton, American Medical Response  
 John Blain, EMS Agency  
 Anne Marcotte, EMS Agency  
 Kirsten Muehlenberg, EMS Agency  
 Josh Davies, EMS agency  
 Dr. Ghilarducci, EMS agency

**EMS Community:**

- Santa Clara County Fire Chiefs Association & EMS Section (Marinero/Lindsey)
- Santa Clara County Police Chiefs Association (*Vacant*)
- Emergency Department Nurse Managers (Bracken)
- Hospital Safety Officers Task Force (Albert)
- Trauma Program Managers (*Vacant*)

**Paramedic Employers:**

Leonard Hall, Mountain View Fire Department  
 Sonya Ruiz, Stanford Lifeflight  
 Michael Cabano, Westmed Ambulance  
 Jason Weed, Westmed Ambulance  
 Erin Roberts, Westmed Ambulance  
 John Blain, Santa Clara County EMS  
 Marlan Spencer, Westmed Ambulance  
 Bob Cascone, American Medical Response  
 Cole Kehm, American Medical Response  
 Mark Frise, Santa Clara County EMS  
 Kellen Parker, Royal Ambulance  
 Tisha Hamilton, Norcal Ambulance  
 Charlene Donahue, Sunnyvale DPS

**Paramedic Program:**

Mary Koskovich (Green), Foothill College

<p>13. List the dates and number of members attending of your most recent advisory board meetings.</p>	<p>DATE: September 22, 2010.  ATTENDEES (26):</p> <ol style="list-style-type: none"> <li>1. Jesus Guerrero, American Medical Response</li> <li>2. Sue Stapleton, American Medical Response</li> <li>3. John Blain, EMS Agency:</li> <li>4. Anne Marcotte, EMS Agency</li> <li>5. Kirsten Muehlenberg, EMS Agency</li> <li>6. Josh Davies, EMS agency</li> <li>7. Dr. Ghilarducci, EMS agency</li>   <li>8. Santa Clara County Fire Chiefs Association &amp; EMS Section (Marinero/Lindsey)</li> <li>9. Santa Clara County Police Chiefs Association (<i>Vacant</i>)</li> <li>10. Emergency Department Nurse Managers (Bracken)</li> <li>11. Hospital Safety Officers Task Force (Albert)</li> <li>12. Trauma Program Managers (<i>Vacant</i>)</li>   <li>13. Leonard Hall, Mountain View Fire Department</li> <li>14. Sonya Ruiz, Stanford Lifeflight</li> <li>15. Michael Cabano, Westmed Ambulance</li> <li>16. Jason Weed, Westmed Ambulance</li> <li>17. Erin Roberts, Westmed Ambulance</li> <li>18. John Blain, Santa Clara County EMS</li> <li>19. Marlan Spencer, Westmed Ambulance</li> <li>20. Bob Cascone, American Medical Response</li> <li>21. Cole Kehm, American Medical Response</li> <li>22. Mark Frise, Santa Clara County EMS</li> <li>23. Kellen Parker, Royal Ambulance</li> <li>24. Tisha Hamilton, Norcal Ambulance</li> <li>25. Charlene Donahue, Sunnyvale DPS</li> <li>26. Mary Koskovich (Green), Foothill College</li> </ol>
<p>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?</p>	<p>Advisory board members are quite happy with Foothill College Paramedic Program's performance. Repeatedly they have had no suggestions to improve our program.</p>
<p><i>Program Accreditation</i></p>	

<p>15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?</p>	<p>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.</p>
<p>16. What is the program's accreditation status?</p>	<p>ACCREDITATION STATUS: Accredited</p> <p>The most recent accreditation evaluation asked for the following corrective action:</p> <ol style="list-style-type: none"> <li>1) director needs to be paid year-round because students attend class year round and need supervision</li> <li>2) the program needs appropriate lab facilities</li> </ol> <p>The Paramedic Program is accredited, but we are required to address the following citation:</p> <p><b>III.B.1.a Resources - Personnel – Program Director - Responsibilities</b>  <b>The program director must be responsible for all aspects of the program, including, but not limited to:</b></p> <ol style="list-style-type: none"> <li>1) the administration, organization, and supervision of the educational program,</li> <li>2) the continuous quality review and improvement of the educational program,</li> <li>3) long range planning and ongoing development of the program,</li> <li>4) the effectiveness of the program and have systems in place to demonstrate the effectiveness of the program,</li> <li>5) cooperative involvement with the medical director,</li> <li>6) adequate controls to assure the quality of the delegated responsibilities.</li> </ol> <p>The Program Director has a ten-month contract with the college, but students are on campus and in clinicals and in the field year-round.</p> <p><i>Submit documentation that the responsibilities of the program director are met during summer months.</i></p>

<p>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.</p>	<p>The most recent accreditation evaluation asked for the following corrective action:</p> <ol style="list-style-type: none"> <li>1) director needs to be paid year-round because students attend class year round and need supervision</li> <li>2) the program needs appropriate lab facilities</li> </ol> <p>The Paramedic Program is accredited, but we are required to address the following citation:</p> <p><b>III.B.1.a Resources - Personnel – Program Director - Responsibilities</b>  <b>The program director must be responsible for all aspects of the program, including, but not limited to:</b></p> <ol style="list-style-type: none"> <li>1) the administration, organization, and supervision of the educational program,</li> <li>2) the continuous quality review and improvement of the educational program,</li> <li>3) long range planning and ongoing development of the program,</li> <li>4) the effectiveness of the program and have systems in place to demonstrate the effectiveness of the program,</li> <li>5) cooperative involvement with the medical director,</li> <li>6) adequate controls to assure the quality of the delegated responsibilities.</li> </ol> <p>The Program Director has a ten-month contract with the college, but students are on campus and in clinicals and in the field year-round.</p> <p><i>Submit documentation that the responsibilities of the program director are met during summer months.</i></p> <p><b>CORRECTIVE ACTION:</b> Continue to ask the administration to address the citation. Initially, the dean allotted the director 3 hours per week during the summer months- but instead of having these hours as release time- the hours were paid out of summer courses as assigned faculty. The accreditation agency was dissatisfied with this solution as that they would prefer that the college use faculty release time and increase the hours to at least 10 hours per week in the summer. The director of the paramedic program will continue to ask for help from the dean in resolving this issue.</p>
---	--

18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	Most years we have a 100% 1 <sup>st</sup> time pass rate. Other times we have a 98-99% 1 <sup>st</sup> time pass rate. We have a 100% overall pass rate.
19. What indicators does your program use to determine success of our students after completion?	DETERMINATION OF SUCCESS: National Registry of EMT-Paramedic practical and written examination scores and the procurement of employment as a paramedic. Employer surveys have a very low return rate, therefore employer surveys can not be used to determine success.
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. Those employers who have returned surveys indicate that they are very satisfied with our graduates.
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.	No. The issue of inadequate: director hours during the summer months and regular academic year; lab facilities; disability services; counseling services; library facilities; lab coordination hours; marketing; and regular, consistent, and guaranteed funds for: clinical site visitation mileage & travel expenses, faculty development, tutoring, lab equipment maintenance & repair, and cadavers has not been adequately addressed by the college administration.
<b>Summary of Planning Goals and Action Plans</b>	
23. What are your 4-year goals based on areas identified in the <a href="#">Career and Technical Education</a> section of the program plan and how will those goals be measured?	<b>4-YEAR GOALS: Continue to educate, train and graduate high quality paramedics who are prepared for lifelong learning and advanced education and training. Maintain the high standards required for continued accreditation by the CAAHEP.</b>
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 <b>supports one or more college strategic initiative and/or supports student learning.</b>



Time	12-month contract for the Program Director	<p>RATIONALE: Compliance with CAAHEP accreditation standards.</p> <p>STRATEGIC INITIATIVE: <u>Student Success</u> can only be possible with appropriate director release time. If we don't meet accreditation legal requirements the program may be closed for violating the law. If the program is closed- student success is not possible.</p> <p>RATIONALE: 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 for student success.</p>	

## IX. Resource Planning: Personnel, Technology, Facilities, and Budget

### *Faculty*

1. How does your <b>PT/FT ratio</b> 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 (and is mostly likely one of our greatest strength). 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: <b>retirements</b> , <b>PDL</b> , <b>reassigned time</b> , <b>turnover</b> , 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: 0.1666-1.000 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. Growth of the program is impossible because the program is located on the Middlefield Campus in a classroom that is too small for increased enrollment.

### *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 a five year period or less. The budget needs to allot for the continual purchase of up-to-date equipment and supplies. In addition, the repair and maintenance of equipment needs to be addressed.
5. Do you have adequate resources to support <b>ADA</b> 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.
<i>Technology &amp; Equipment Definitions</i>	
<ul style="list-style-type: none"> <li>• <b>Non-instructional Equipment and Supplies:</b> 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Instructional Equipment and Supplies:</b> 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	
<i>Facilities</i>	
7. Are your facilities accessible to students with disabilities?	<b>Yes</b>
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). The ventilation needs to include air conditioning. Additionally, a sink for hand-washing and emergency eye washing needs to be included.
9. List any new spaces that are needed	<ol style="list-style-type: none"> <li>1. separate laboratory and lecture facilities</li> <li>2. large laboratory physical plant &amp; facilities that is dedicated</li> <li>3. attached office spaces</li> <li>4. attached storage facility for supplies &amp; equipment</li> <li>5. space for 2 ambulances</li> <li>6. space for 6 mock ambulance stations in the lab room</li> </ol>
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).

<p>11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.</p>	<p>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 in a lecture classroom that has tables and chairs in the way. The lab room is the size of a high school 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 equipment storage space is too small and is not easily accessible. The faculty office/work space is adequate to support the program.</p>
<p>12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.</p>	<p>We are at the Middlefield Campus and do not have maintenance provided by the District – unable to assess this.</p>
<p><i>Budget</i></p>	
<p>13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?</p>	<p><b>A-Budget:</b> Need additional funds for lab coordinator to perform duties: manage lab assistants and equipment. Need additional funding for the program director position.  <b>B-Budget:</b> 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).</p>
<p>14. Describe areas where your budget may be inadequate to fulfill program goals and mission.</p>	<p>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.</p>
<p>15. Are there ways to use existing funds differently within your department to meet changing needs?</p>	<p>Yes. The faculty and program director are continually assessing and reevaluating the allocation and use of resources to maximize economy and effectiveness.</p>
<p><b>Summary of Planning Goals and Action Plans</b></p>	

16. What are your goals with respect to resource planning and how will those goals be measured?	Goals: Continue to request money for supplies, equipment repairs, and new equipment. Continue to request adequate lab facilities and lab supply room. Continue to request additional director release hours. MEASUREMENTS: funding allocations	
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 <b>supports one or more college strategic initiative and/or supports student learning.</b>
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	<ol style="list-style-type: none"> <li>1. separate laboratory and lecture facilities</li> <li>2. large laboratory physical plant &amp; facilities</li> <li>3. attached office spaces</li> <li>4. attached storage facility for supplies &amp; equipment</li> <li>5. space for 2 ambulances</li> <li>6. lab room space for 6 mock ambulances</li> </ol>	Student learning, Operations planning

Budget	<p><b>A-Budget:</b> Need additional funds for lab coordinator to perform duties: manage lab assistants and equipment.</p> <p><b>B-Budget:</b> 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).</p>	Student learning, Operations planning	
Faculty	<p>The reassigned time for the director is inadequate. It is currently at 0.0833 for each of the following quarters: Fall, Winter &amp; Spring. The program would run more efficiently if the director was given: 0.1666 – 1.000 for each of the following quarters: Fall, Winter, Spring, Summer.</p>	Student learning, Operations planning	



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

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress-	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
<p>In progress: Maintain CAAHEP Acctation: Self Study and Site Visit</p>	<p>A Budget: 3 hours per week of director hours assigned as if a faculty was loaded to the courses offered during the summer months.</p>	<p>Student Learning Outcome: Upon completion of the program the stl be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must meet national accreditation requirements which indicate that the program must provide adequate program oversight.</p> <p>To follow is the citation that the Paramedic Program received from the national accreditation agency: <i>“III.B.1.a Resources - Personnel – Program Director - Responsibilities The program director must be</i></p>	<p><u>Student Success</u> can only be possible with a program that is in legal compliance. This is an accreditation requirement. If we don't meet accreditation legal requirements the program may be closed for violating regulations.</p>



		<p><i>responsible for all aspects of the program, including, but not limited to:</i></p> <ol style="list-style-type: none"> <li><i>1) the administration, organization, and supervision of the educational program,</i></li> <li><i>2) the continuous quality review and improvement of the educational program,</i></li> <li><i>3) long range planning and ongoing development of the program,</i></li> <li><i>4) the effectiveness of the program and have systems in place to demonstrate the effectiveness of the program,</i></li> <li><i>5) cooperative involvement with the medical director,</i></li> <li><i>6) adequate controls to assure the quality of the delegated responsibilities.</i></li> </ol> <p><i>The Program Director has a ten-month contract with the college, but students are on campus and in clinicals and in the field year-round."</i></p> <p>This is an accreditation requirement. If we don't meet accreditation legal requirements the program may be closed for violating the regulations.</p>		
<p>In progress: Regular, consistent &amp; guaranteed funding for faculty development.</p>	<p>CTES funds were allotted to send faculty to conferences this year.</p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care</p>	<p><u>Student Success</u> can only be possible with educated instructors. This is an accreditation requirement. If we don't meet accreditation legal requirements the program may closed for</p>	

		<p>that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must have instructors who are educated and current in the field. This is an accreditation requirement.</p> <p>If we don't meet accreditation legal requirements the program may be closed for violating the regulations.</p>	<p>violating the regulations.</p>
<p>Not met: New facility-</p> <ol style="list-style-type: none"> <li>1. separate laboratory and lecture facilities</li> <li>2. large laboratory physical plant &amp; facilities</li> <li>3. attached office spaces</li> <li>4. attached storage facility for supplies &amp; equipment</li> <li>5. space for 2 ambulances</li> </ol> <p>The accreditation agency cited the paramedic program as having inadequate lab facilities.</p>	<p>None</p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must have adequate facilities to conduct the program.</p> <p>If we don't meet accreditation legal requirements the program may be closed for violating the regulations/regulations.</p>	<p><u>Student Success</u> can only be possible with appropriate learning and teaching facilities. If we don't meet accreditation legal requirements the program may be closed for violating the law.</p>
<p>Not met: The reassigned</p>	<p>None</p>	<p>Student Learning Outcome:</p>	<p><u>Student Success</u> can only be</p>

<p>time for the director is inadequate. It is currently at 0.0833 for each of the following quarters: Fall, Winter &amp; Spring.</p> <p>The program would run more efficiently if the director was given: 0.1666 – 1.000 for each of the following quarters: Fall, Winter, Spring, Summer. Paramedic Programs throughout the country have their directors released 100% or at least 50% of the time.</p>		<p>Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must have adequate program oversight and comply with legal requirements.</p> <p>If we don't meet accreditation legal requirements the program may be closed for violating the regulations.</p>	<p>possible with appropriate director release time. If we don't meet accreditation legal requirements the program may be closed for violating the regulations.</p>
<p>Not met: <b>A-Budget:</b> Need additional funds for lab coordinator to perform required duties- manage lab assistants and equipment.</p> <p>State law requires a 6 student to 1 instructor ratio in the paramedic labs. This creates the additional work of hiring, training, maintaining and possibly firing this work force.</p> <p>In addition, there are 58</p>	<p>None</p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must have adequate funds to manage its lab assistants and to</p>	<p><u>Student Success</u> can only be possible with appropriate lab instructor oversight and management of lab equipment and supplies.</p>

<p>Not met: <b>A-Budget:</b> Need additional funds for lab coordinator to perform required duties- manage lab assistants and equipment.</p> <p>State law requires a 6 student to 1 instructor ratio in the paramedic labs. This creates the additional work of hiring, training, maintaining and possibly firing this work force.</p> <p>In addition, there are 58 different required lab skills that must be taught (this does not include the 911 call simulations/scenarios). This requires varied, complex, and abundant equipment that requires repair, maintenance, organization, acquisition, and inventory.</p>	<p>None</p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must have adequate funds to manage its lab assistants and to maintain the complex and abundant lab equipment.</p>	<p><u>Student Success</u> can only be possible with appropriate lab instructor oversight and management of lab equipment and supplies.</p>
<p>In progress: Regular, consistent <b>B-Budget:</b> Funds</p>		<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p>	<p><u>Student Success</u> can only be possible with appropriate</p>

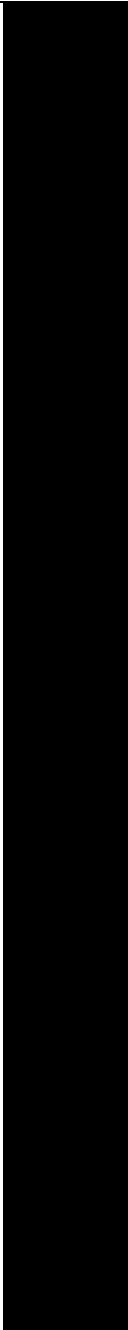
<p>Not meet: Equipment, materials, and supplies- Regular, consistent, &amp; guaranteed funding to keep paramedic lab equipped with state-of-the-art medical equipment for students to train on. The equipment, materials and supplies are expensive and the clinical skills labs are resource intensive</p>	<p>None</p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must provide regular, consistent, and guaranteed funding to keep the paramedic lab equipment state-of-the-art for students to train on.</p>	<p><u>Student Success</u> can only be possible with appropriate funding to meet required accreditation standards.</p> <p>If we don't meet accreditation legal requirements the program may be closed for violating regulations pertaining to providing adequate, appropriate and up-to-date lab equipment.</p>
---	-------------	---	--

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

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, list every current and upcoming resource need in this section.

<p><b>Goal/Purpose – Current or Continuing</b></p>	<p><b>Resource(s) Requested</b> (Costs need to be included)</p>	<p><b>Related Learning Outcomes</b></p>	<p><b>Related Strategic Initiative or Core Mission</b></p>
<p><i>Current goal: Meet state law and accreditation requirements by providing adequate instruction, which includes regular and consistent funding for cadaver labs.</i></p>	<p><i>\$5,000- Regular and consistent funding for cadaver labs.</i></p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must</p>	<p><u>Student Success</u> can only be possible with appropriate funding to train the students.</p>

		<p>provide cadavers for students to practice procedures before they attend clinical rotations and perform these procedures on live patients.</p>	
<p><i>Current and continuing goal: Meet state law and accreditation requirements by providing adequate program oversight.</i></p>	<p><i>Approximately \$16,000/yr- \$32,000/yr- Regular, consistent, guaranteed funding for director release hours.</i></p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must meet national accreditation requirements which indicate that the program must provide adequate program oversight.</p> <p>To follow is the citation that the Paramedic Program received from the national accreditation agency:  <i>“III.B.1.a Resources - Personnel – Program Director - Responsibilities  The program director must be responsible for all aspects of the program, including, but not limited to:</i></p>	<p><u>Student Success</u> can only be possible with a program that is in legal compliance.</p> <p>This is an accreditation requirement. If we don't meet accreditation legal requirements the program may be closed for violating the regulations.</p>

<p><i>Current and continuing goal: Meet state law and accreditation requirements by providing adequate program oversight.</i></p>	<p><i>Approximately \$16,000/yr- \$32,000/yr- Regular, consistent, guaranteed funding for director release hours.</i></p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must meet national accreditation requirements which indicate that the program must provide adequate program oversight.</p> <p>To follow is the citation that the Paramedic Program received from the national accreditation agency: <i>“III.B.1.a Resources - Personnel – Program Director - Responsibilities The program director must be responsible for all aspects of the program, including, but not limited to: 1) the administration, organization, and supervision of the educational program, 2) the continuous quality review and improvement of the educational program.</i></p>	<p><u>Student Success</u> can only be possible with a program that is in legal compliance.</p> <p>This is an accreditation requirement. If we don't meet accreditation legal requirements the program may be closed for violating the regulations.</p>	
---	---	---	--	--

<p>Current and continuing goal: New facility (the Paramedic Program was cited by its accreditation agency for having inadequate lab facilities)-</p> <ol style="list-style-type: none"> <li>1. separate laboratory and lecture facilities</li> <li>2. large laboratory physical plant &amp; facilities</li> <li>3. attached office spaces</li> <li>4. attached storage facility for supplies &amp; equipment</li> <li>5. space for 2 ambulances</li> <li>6. space in the lab room for 6 mock ambulances</li> </ol>	<p><i>Approximately ?</i></p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must have adequate facilities to conduct the program.</p>	<p><u>Student Success</u> can only be possible with appropriate learning and teaching facilities. If we don't meet accreditation legal requirements the program may be closed for violating the regulations.</p>
<p>Current and continuing goal: Regular, consistent, and guaranteed <b>B-Budget</b> funds for mileage and travel expenses to meet contractual and accreditation requirements of hospital rotations and ambulance internships site visitations.</p>	<p><i>Approximately \$3,000/yr - \$5,000/yr.</i></p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must have adequate funds for mileage to meet required contractual and accreditation requirements of visitation of students in the clinical setting.</p>	<p>Student Success can only be possible with appropriate funding to meet required contractual and accreditation requirements. If we don't meet accreditation legal requirements the program may be closed to violating the regulations/regulations.</p>
<p>Current and continuing goal: Regular, consistent, and</p>	<p><i>Approximately \$10,000/yr</i></p>	<p>Student Learning Outcome: Upon completion of the</p>	<p><u>Student Success</u> can only be possible with appropriate lab</p>




<p>guaranteed <b>A-Budget</b>. The program needs additional funds for lab faculty to perform the required duties of managing lab assistants and equipment for the paramedic lab classes.</p> <p>State law requires a 6 student to 1 instructor ratio in the paramedic labs. This creates the additional work of hiring, training, maintaining and possibly firing this work force.</p> <p>In addition, there are 58 different required lab skills that must be taught (this does not include the 911 call simulations/scenarios). This requires varied, complex, and abundant equipment that requires repair, maintenance, organization, acquisition, and inventory.</p>		<p>program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must have adequate funds to manage the lab assistants and to maintain the lab equipment.</p>	<p>instructor oversight and management of lab equipment and supplies.</p>
<p>Current and continuing goal: Regular, consistent, guaranteed funding to keep the paramedic lab equipped with state-of-the-art medical equipment for students to train on. The</p>	<p><i>Approximately \$5,000/yr - \$10,000/yr</i></p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and</p>	<p><u>Student Success</u> can only be possible with appropriate funding to meet required accreditation standards.</p> <p>If we don't meet accreditation legal requirements the program</p>

<p>equipment, materials and supplies are expensive. The clinical skills labs are resource intensive. The lab are quite complex with 58 different skills taught.</p>		<p>intelligent in its approach.</p> <p>In order to meet this learning outcome the program must have regular, consistent and guaranteed funding to keep the paramedic lab equipped with state-of-the-art equipment for students to train on.</p>	<p>will be closed for violating the regulations pertaining to providing adequate, appropriate and up-to-date lab equipment.</p>
<p><i>Current and continuing goal: Effective marketing. The current marketing efforts are ineffective for the Paramedic Program.</i></p> <p><i>The Paramedic Program requires its applicants to be experienced EMTs (as mandated by state law). Therefore, the current outreach efforts directed at high school students is ineffective.</i></p> <p><i>We need regular, consistent and guaranteed funds and/or cooperation from the Marketing department to: 1) visit all EMT schools in the area to handout brochures and conduct presentations</i></p>	<p><i>Approximately \$5,000/yr-\$10,000/yr</i></p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must have regular, consistent, and guaranteed funding to market the program.</p>	<p><i>Outreach can only be effective when directed at the correct audience.</i></p>

<p><i>Current and continuing goal: Effective marketing. The current marketing efforts are ineffective for the Paramedic Program.</i></p> <p><i>The Paramedic Program requires its applicants to be experienced EMTs (as mandated by state law). Therefore, the current outreach efforts directed at high school students is ineffective.</i></p> <p><i>We need regular, consistent and guaranteed funds and/or 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 &amp; conduct presentations on a regular basis 3) mail out postcards to all registered EMTs in CA.</i></p>	<p><i>Approximately \$5,000/yr-\$10,000/yr</i></p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program must have regular, consistent, and guaranteed funding to market the program.</p>	<p><i>Outreach can only be effective when directed at the correct audience.</i></p>
<p><i>Current and continuing goal: Meet state law and</i></p>		<p>Student Learning Outcome: Upon completion of the</p>	

<p><i>Continuing and current goal: provide appropriate and effective disability resources.</i></p> <p>Because the Paramedic 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 are no funds 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.</p>	<p>?</p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program should offer appropriate and effective disability services.</p>	<p><u>Student Success</u> can be improved with appropriate disability resources.</p>
<p><i>Current and continuing goal: educate the instructors to the current level required of the current paramedic students. The program would provide a better education to its students if all its instructors were required to study for and then take and pass the National Registry examination.</i></p>	<p><i>One time cost of approximately: \$11,000</i></p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program should provide education to students that is of appropriate quality</p>	<p><u>Student Success</u> can be improved with appropriate instructor qualifications and education.</p>

<p><i>Current and continuing goal: educate the instructors to the current level required of the current paramedic students. The program would provide a better education to its students if all its instructors were required to study for and then take and pass the National Registry examination.</i></p>	<p><i>One time cost of approximately: \$11,000</i></p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program should provide education to students that is of appropriate quality by having its instructors tested and qualified to an equal level.</p>	<p><u>Student Success</u> can be improved with appropriate instructor qualifications and education.</p>
<p><i>Current and continuing goal: expand clinical sites. Regular, consistent, and guaranteed funding to send faculty to new locations to expand clinical sites for student placement.</i></p>	<p><i>Approximately \$2,500/yr.</i></p>	<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.</p> <p>In order to meet this learning outcome the program should provide an adequate amount of sites for its clinical courses.</p>	<p><u>Student Success</u> can be improved with an adequate number of clinical sites.</p>
<p><i>Current goal: provide</i></p>		<p>Student Learning Outcome: Upon completion of the program the student will be a paramedic with outstanding</p>	

 <i>Mary Green (Koskovich), Paramedic Program Director</i>	11/28/10
<i>Supervising Administrator Signature</i>	<i>Completion Date</i>