

PROGRAM REVIEW Fall 2019

Program: Emergency Medical Services

Division: Social Sciences, Library, Public Safety, Career Education SLPC

Date: October 19, 2019

Writer(s): Sebastian Wong

SLO/SAO Point-Person: Sebastian Wong

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The EMS Program teaches entry-level job preparation for students interested in becoming pre-hospital care workers. The initial class trains the student to function as an Emergency Medical Responder, which can lead to the next step in the career ladder training as an Emergency Medical Technician. The EMR usually finds employment as a lifeguard or first aid provider at a fixed location. The EMT is trained to function on an ambulance delivering basic level emergency care or work in a hospital emergency department as an Emergency Room technician. The highest level at the career ladder training is the Paramedic, which primarily works in the pre-hospital environment, and graduates are hired to work emergency ambulances in major cities and for fire departments

- B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

In the Spring of 2019, the College overall had the following demographics in regards to race and ethnicity:

35% White, 30% Latino, 18% Asian, and 4% African American.

52% Female 48% Male

The EMS program demographics are:

41% White, 33 % Latino, 9% Asian, and 3 % African American

36% Female 64% Male

The EMS program is not representative of the entire college population and it would be desirable to see an increase in Asian and African Americans. It would also be desirable to see an increase in women pursuing this field, which has excellent growth potential in the near future. There has not been any significant changes in demographics recorded over the past two years.

The Fall 2019 Cohort has the following demographics.

Demographic	Number	Percentage of Class
WOMEN	5	20
AFRICAN AMERICAN	1	4
ASIAN	2	8
HISPANIC	1	25

The Program Set Standard for the EMS Program Course Success Rate is 70%, we have exceeded it with a success rate of 79%

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

FALL 2018 CEMC DATA

WSCH: 2235
 FTES: 45
 FTEF: 2.7
 PRODUCTIVITY: 828

SUCCESS DATA 77%

A – 24%
 B -20%
 C-9%
 PASS – 23%

SPRING 2019 CEMC DATA

WSCH: 1518
 FTES: 50.3
 FTEF: 2.7
 PRODUCTIVITY: 569.2

SUCCESS DATA 81%

A- 31%
 B- 34%
 C- 6%
 PASS – 20%

LMI DATA FOR EMT’S AND PARAMEDICS

3320 Projected Jobs in 2019

Increase in 24.5% in Region while the National increase is 123.2%
 \$17.59 / hour Median Hourly Earning vs. National rate of \$16.5 / hour

There is a 24.5% growth projection from 2019 to 2028.

25th Percentile Earning \$13.56/hour
 Median Earning \$17.59/hour
 75th Percentile Earning \$31.00/hour

JOBS PER COUNTY IN 2028

Alameda 1928
 Contra Costa 964
 San Francisco 760
 Santa Clara 482

				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

One of the major goals was to complete the Architectural Design and Schematic Design of the proposed Public Safety Complex with the Risk Mitigation Tower. This was done over the Summer of 2019 in weekly meetings with the architect and the Construction Program Manager. In spite of our efforts to be frugal and balanced with the needs of the students and the program, we are still over budget.

Curricular changes to EMS 14 and EMS 15 the practical work experience components of the paramedic program were made. In addition, the new EMT scope of practice required a modification of the EMS 20 class to update the hours thereby necessitating a unit increase of 0.5 units from 6.5 to 7.

The transition of funding formula to one of Student-Centered Funding required that the EMS program explore options to make up for the lost FTES via increased certificate completions and the offering of new programs. Based on the Roll-Back funding available, the EMS program submitted an online DE certificate in EMS Supervisor and EMS Leadership/Manager. A preliminary budget was prepared and the SCFF proposal was submitted to College leadership for prioritization and potential approval by the District FFC. If approved, an additional Adjunct Faculty member would be hired to develop and ensure conformance of the program with the OEI standards for DE classes and also be trained to be a peer reviewer in the POOCR program.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

Our program is still woefully underrepresented in women and people of color. It is hopeful that the addition of a Public Safety Outreach Program Specialist in the Spring of 2020 will increase interest and enrollment amongst the target communities.

Unfinished plans also include the need for additional administrative support via classified staff for the Public Safety/EMS Program. Increased regulatory and accreditation standards among all three disciplines require the support.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

A projected budget deficit of \$1.5 million at the College is problematic.

The transition from Hold Harmless to SCFF funding will impact the program and it is hard to foresee what the impact will be yet.

Increased recruitment of minority populations.

Administrative support of program.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input checked="" type="checkbox"/>	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	<input checked="" type="checkbox"/>	Human Resources		Pedagogy	<input checked="" type="checkbox"/>	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Transition of the EMS classrooms to temporary facilities while the buildout of the Student Support Services and Faculty offices are underway.

Develop a mechanism where the 3 hours of CAH release time available to the Paramedic Program Coordinator can be utilized.

The new Public Safety Complex facility does not support the project growth over the next three years this creating the need for additional facilities

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
	Course Offerings	<input checked="" type="checkbox"/>	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
<input checked="" type="checkbox"/>	External Factors		Learning Support		Professional Development		Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

The major long-term planning is the design and construction of the Public Safety complex using Measure A funds.

If possible, the EMS program would like to grow the courses and classes enough to warrant the addition of a second Full time Faculty member but that may take 5-10 years.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxQW			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
X yes _no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

The Program Set Standard for the EMS Program Course Success Rate is 70%, we have exceeded it with a success rate of 79%

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): EMS 20

SLO or SAO: Students shall pass the NREMT Certification Exam

Describe the quantitative or qualitative results:

empted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
57	75% (43)	86% (49)	86% (49)	0% (0)	14% (8)	0% (0)

Discuss any actions taken so far (and results, if known): Review with Instructor
Discuss your action plan for the future: Consider curriculum evaluation.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

D.

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

The following courses had SLO's developed on Flex Day, October 22, 2019

EMS 11 and EMS 13

The following courses will have SLO's developed in Spring of 2020 due to the fact that they are undergoing significant curricular review to make them consistent with work study educational objectives.

EMS 14
EMS 15L
EMS 15P

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
<ul style="list-style-type: none">• Ensuring eligible students receive financial aid, if desired• Removing barriers that hinder students from moving toward their goals• Offering additional information and support about educational pathways• Offering academic support that increases English/math completion in the first year• Enhancing career readiness through coursework• Increasing completion of degrees and certificates• Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

Utilizing Rollback funds, we have proposed two DE certificates utilizing SWP funding to start. These classes will be OEI compliant.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDd>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

We have attended job fairs and notified neighboring employers of our classes. More work will be done by the Program Specialist once hired in the Spring 2020.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

We must diligently work towards recruiting more women and persons of color.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

NO CLASSES REQUIRE UPDATE UNDER TITLE V

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

We need to take EMS 14, EMS 15L & EMS 15P and modify them to conform with work study parameters.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

We plan to take EMS 91 and make it a DE course. Plans to turn EMS 20 or EMS 30 into hybrid classes have been discussed but there is no plan to do so yet until we have further support in the Discipline.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

LMI DATA FOR EMT'S AND PARAMEDICS

3320 Projected Jobs in 2019

Increase in 24.5% in Region while the National increase is 123.2%

\$17.59 / hour Median Hourly Earning vs. National rate of \$16.5 / hour

There is a 24.5% growth projection from 2019 to 2028.

25th Percentile Earning \$13.56/hour

Median Earning \$17.59/hour

75th Percentile Earning \$31.00/hour

JOBS PER COUNTY IN 2028

Alameda 1928

Contra Costa 964

San Francisco 760

Santa Clara 482

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Yes

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review? If not, what program improvements may be made to increase this metric?

YES

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

YES

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

YES

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

YES