2026-27 Comprehensive Program Review

Program: Emergency Medical Services

Division: PATH

Writers: Michael J. Frith

SLO/SAO Point-Person: Michael J. Frith

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- CAAHEP conferment of Continuing National Accreditation status of the Paramedic program
- Refinement of the Paramedic Curriculum
- Acquired several additional contracts for clinical internships

2. Please describe your most important **challenges** in year 25-26

- Workload of the single Full-Time Faculty
- Maintaining a reliable group of experienced EMS professionals to assist with instruction.
- Compensating the professional experts a competitive wage
- FTEF is insufficient to offer enough sections of EMR, EMT, and Medical Terminology to meet high student demand. A ~38% reduction in FTEF since 2023-2024 Academic Year (6.00 to 3.73) has made it more difficult to meet the demand.
- Meeting accreditation and program evaluation requirements

- Due to the workload of the single full-time faculty, unable to fill out multiple applications and gather supporting documents for opportunities to acquire additional resources such as instructional equipment requests and full-time faculty requests.
- Strengthening student assessment and documentation
- Acquiring new equipment to replace aging equipment, to get current equipment that is being used in the field, and upgrading our simulation labs.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- Working with the division dean to increase the hourly pay of the professional experts to be comparative with industry standards of EMTs and Paramedics.
- Need to hire at least one additional full-time faculty and several paramedic professional experts.
- Acquire new equipment to replace aging equipment, to equipment that is currently being used in the field, and upgrading our simulation labs.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- To assess whether students were meeting the expected program and course learning outcomes
- If the students acquired the knowledge to pass the national credentialing exams.
- Determine if the simulation labs and field equipment support effective learning.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- EMS Instructors did not enter SLO data

3. Explain potential plans to improve student outcomes and close equity gaps.

- Review and revise SLOs to make them easier to gather and assess.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- The department's faculty consists primarily of adjunct instructors, except for the program coordinator. Most adjunct faculty members maintain full-time employment with public safety agencies and organizations outside of their instructional responsibilities. As a result, their availability to take on additional program-related duties beyond classroom instruction and student evaluation is limited. This presents challenges in distributing administrative, curriculum development, assessment, and other program responsibilities across the faculty without additional compensation.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- High success rates overview
- EMS 30, which is the introductory class in the program, has a good success rate
- Paramedic class had 100% success last year.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- In the last academic year, the 40% percentage of EMS students are female is higher than expected. Traditionally, this is a lower number in EMS and Public Safety. This increase could be attributed to improvement in culture.
- A concern is the lower percentage of Asian students compared to the college average. The program will need to target this community more to recruit more Asians into the program.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- Except for EMS 10 and EMS 11 which are hybrid classes (2 hours of online and 6 hours of in person instruction per week, all EMS classes are face-to-face. No differences are noted.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are 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

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes_X___ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- N/A

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- Graduates for the courses in this program can start in a career in Emergency services upon successful completion of a credentialing exam. Graduates can enter other public safety careers and work in other healthcare settings with the EMS credential.
- Las Positas College's EMS programs prepare students for EMT and paramedic careers in the region. Strong Workforce supports the college's career education planning and funding, which aligns with EMS workforce needs. EMS employers and health providers also advise the program on training and field experience.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
X	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)

	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- One of the primary challenges in implementing Regular and Substantive Interaction (RSI) is ensuring consistent and meaningful instructor engagement in the online portion of courses while balancing faculty workload and other professional responsibilities.
- Additional challenges include ensuring that all instructors have a consistent understanding of RSI expectations and implementing practices that go beyond simply responding to student questions or grading assignments.

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *None*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT 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.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu