

Comprehensive Program Review Report



Program Review - Emergency Medical Technician

Program Summary

2021-2022

Prepared by: Anne Morris

What are the strengths of your area?: The Emergency Medical Technician (EMT) program is in high demand, course offerings fill immediately when registration opens with a waitlist. The EMT program increased its course offerings to 2 sections offered in both Fall and Spring semester. The increase in course offerings was a result of an identified need identified by both the fire academy and paramedic programs (one of the surrounding colleges canceled EMT courses). The fall 2020 semester had a total of 52 students with 33 completers (63.5%), 11 EW (21%) and 8 failures (15%). The spring 2021 semester had a total of 60 students with 44 completers (73.3%), 2 total withdraws [(1W + 1EW), 3.3%], and 14 failures (23.3%). the total success rate of EMT students for 2020-2021 (excluding EW grades) was 77.0% which is a 15.1% improvement compared to the 2020-2021 data (excluding EW grades). in 2020-2021, 105 EMT certificates were awarded which is more than double the 42 EMT certificates awarded for the previous academic year. Due to the high drop rate the instructors will take up to 32-34 students. Many of the students that register for this class have not taken other college courses as there are no prerequisites. Although the students who participate in this course are strongly encouraged to an American Heart Association? Basic Life Support (BLS Providers) CPR course before taking EMT 251, some students do not complete this prior to entering the course and these students struggle with basic concepts that should of been taught during the BLS Provider CPR course. Both of the adjunct faculty teaching this course have expressed that they would like to see CPR certification be a prerequisite for this course to enable students to be more successful in the EMT 251 course. Students are required to successfully comprehend and demonstrate skills of the EMT Core Content and Standards of Practice. The Core Content requires knowledge of human biology, anatomy, physiology, and psychopathology. The rigor of this program is extremely high for students without the basic skills in education at college level or a science background.

Another factor affecting student course completion is the grading scale mandated by the National EMS Education Standards of C or better to pass the course (75% and below is an F). The students often realize the course is too difficult or are unsuccessful on the initial quiz and drop the course. The course success rate for 2020-2021 was 77.0% which is a 15.1% improvement compared to the previous academic year. One of the major factors that faculty attribute to the increase in the percentage of completers, was the implementation of My Lab Brady from Pearson. The faculty use this resource for online instruction. This resource has given the students a lot more flexibility for completing assignments on their own time. It has also provided additional materials and means of evaluation that we didn't have in face-to-face instruction. The online instruction and testing has helped with students success in the course and better prepares students for the National Registry Emergency Medical Technician (NREMT) written exam. Another factor that has helped students to be more successful in the course is Instituting a more scenario based skills night that helps to bring the practice sessions closer to a real-life EMT experience. Most of student withdraws during the Fall 2020 semester were related to the COVID-19 pandemic. The students that do succeed in the program are eligible to sit for the NREMT written exam. The number of students that sat for the National Registry exam between the first quarter 2020 thru 3rd quarter 2021 was 40. The pass rate for first attempt test takers was 45%, cumulative pass within 3 attempts was 55%, and cumulative pass within 6 attempts was 60%. The NREMT results for 2020-2021 showed an improvement of 11% for the category of first time test takers, 4% improvement for the category "cumulative pass within 3 attempts", and a 9% improvement for the category "cumulative pass within 6 attempts".

Enrollment Patterns: In 2020-2021 the program accepted 52 students in the fall semester and 60 students in the spring semester, total of 112 students for the year.

Workload Measure: The EMT program is 6 units divided into theory and lab. The course is taught in the evening twice a week. The program was taught by adjunct instructors (2) that share the position 50/50. The program also employs 4 adjunct

instructors for the skill lab portion to assist with the 4 groups of students assigned to different stations.

Student Evaluations; For the Spring 2021 semester, 38 of the 44 course completers submitted a course evaluation. The majority of the students identified that they were taking the class to apply for the firefighter academy (39%), work as an EMT (24%), or apply for the firefighter academy and continue education to become a paramedic (11%), and to work as an EMT & apply for the firefighter academy (8%). The majority of student responses indicated that they felt: the course was presented in an organized manner (92%); they understood the objectives and what they needed to do to meet them (98%); the online coursework provided enough information to understand the material (98%). Student comments indicated that some of the students struggled with the rigor of the course and skills with the course being facilitated in a virtual learning environment as a result of the COVID Pandemic restrictions. Ninety-seven percent (97%) of the students indicated that they were planning to take the National Exam.

(See EMT Course Surveys related document or document repository).

Academic Quality: The quality of the program is ensured by The National EMS Core Content. This document is published by the National Highway Traffic Safety Administration (NHTSA) and the Health Resources and Services Administration that promotes universal knowledge and skills for EMS personnel. California Code of Regulations, Title 22 dictates the EMT-B Scope of Practice, and the National Highway Traffic Safety Administration's National EMS Education Standards outline the minimum terminal objectives for entry-level EMS personnel. The faculty members stay involved with the California EMS Educators Association (CEMSEA) for up-to-date information from the state and the NREMT. The requirements to provide testing for each skill, and for every student was waived due to COVID and that allowed the faculty to develop a more realistic skills lab and utilize our time differently than previous semesters.

Resource Efficiency: The EMT program is a CTE program that qualifies for VTEA grant funding as well as funds from the recent Strong Workforce Initiative. VTEA funds were allotted in 2020-2021 for faculty professional development but the faculty were not able to attend any conferences due to COVID. Faculty development related to active teaching strategies had enabled the EMT instructors to embed more scenario-based learning that provides students with more active learning opportunities, that support student achievement of SLO's. The 2020-2021 COS Dashboard FTEF was 1.43 which was very similar to the 1.45 from the prior year. The program is taught with 2 adjunct faculty at 50% load each. During lab there are 4 additional adjuncts to meet the 10 students per instructor mandated requirements.

Equity and Diversity: The majority of students registering for the EMT course have identified their race/ethnicity as Hispanic and White., with Hispanic females having a higher success rate (84.2%) than their male Hispanic (71.7%) and White (78.6%) peers. In 2020-2021 The California Community College Chancellors "Call to Action" called for a systemwide review of police and first responder training and curriculum including "training our law enforcement officers and first responder workforce in unconscious/implicit bias, de-escalation training with cultural sensitivity, and community-oriented/de-militarized approaches. " The Dean of Nursing and Allied health is working with Police and Fire to provide first responder training as identified in the "Call to Action". As an additional action, the EMT faculty will look into embedding an unconscious/implicit bias student survey into their course.

Internal relations: The adjunct instructors are both paramedics with one being a firefighter and one being a fire captain. As adjunct instructors with full time employment with the fire department they are not required or expected to participate in the COS campus committees. The EMT program is represented by both the Division Chair and the Dean of Nursing and Allied Health in all campus internal relations.

External Relations: The paramedic adjunct faculty attend the quarterly Emergency Medical Care Committee meetings. These meetings are chaired by members of the CCEMSA. The EMT program also partners with American Ambulance of Visalia and American Medical Response Ambulance to provide ambulance ride along as required by CCR Title 22. (see attached CCEMSA document in related documents or document repository)

What improvements are needed?: 1. To increase student completion and success rates. The instructors of the program have been making changes to the way the course is facilitated in an effort to improve students' success over the last 2 years. The course continues to have a high attrition rate but the success rate of students in the course was of 77.0% for 2020-2021 which is an increase of 15.1% from 2019-2020. The EMT instructors attribute the high attrition rates in the program overall, to students not being prepared for the rigor of the course resulting in withdrawals from the course and course failure and continuing student challenges related to COVID. The EMT instructors have implemented multiple teaching strategies including placing students in class groups, more active student classroom participation, case studies, outside study groups, and incorporating Brady-lab to provide students added support and assist students with completing the course successfully and meeting the course SLO's.

The EMT faculty have indicated that having an additional ALS trainer manakin would be beneficial since there is usually between 50-60 students and they currently only have one manakin. The addition of a second manakin would and provide more students with hands on skills time. It will also be used for medical assessments and throughout the semester for skills night. This will be beneficial now that the class size has doubled.

2. Another program improvement need is to increase the student success rate on the National Registry Exam. There is a wide discrepancy of student program success rate and the pass rate on the certifying exam. The number of students that sat for the National Registry exam between the first quarter 2020 thru 3rd quarter 2021 was 40. The pass rate for first attempt test takers was 45%, cumulative pass within 3 attempts was 55%, and cumulative pass within 6 attempts was 60%. The NREMT results for 2020-2021 showed an improvement of 11% for the category of first time test takers, 4% improvement for the category "cumulative pass within 3 attempts", and a 9% improvement for the category "cumulative pass within 6 attempts". There is a large discrepancy between program success rates and the National Registry Certification pass rate but there has been steady improvement of NREMT pass rates over the the past 2 academic years. The instructors of the course provide test prep instruction on the last day of class for the students on a volunteer basis as well as provide the material presented in the 4-hour test prep for all students via Canvas. They have also started using My Brady Lab materials that both instructors feel has had a positive effect on the NREMT pass rates.

3. Provision of more opportunities for students to practice and perform hands-on skills. Having to provide split lab skills sessions in order to comply with COVID guidance and promoting student safety has provided students only half of the traditional skills time allotted for students. The EMT program continues to outgrow its assigned skills lab. Over the last few years the instructors have replaced and introduced new equipment that help provide the necessary instruction, however, the biggest challenge they currently face is lack of space for students to to spread out and complete our their skills. The Morro gym worked very well for the instructors but has been a temporary arrangement. This fall semester we will again be spread out among several open classrooms and that makes it extremely difficult for the primary instructors to maintain awareness of their class. EMT faculty feedback and student surveys also indicated that there is a need for an open skills lab course to be available for students to learn and practice needed skills that is facilitated by a EMT instructor. An EMT 401 open skills course was developed and approved in Spring 2021 and an adjunct EMT faculty is expected to be hired for this position Fall 2021 so the course can begin Spring 2022. As stated in #1 above the addition of a second ALS manakin would provide individual students more skill practice time especially now that the class size has doubled.

4. Professional appearance of the EMT students. The EMT instructors are in the process of formalizing a dress code for the students during their ambulance ride along program. The dress code will include the students all wearing COS EMT polo shirts. The program has an ongoing relationship with the ambulance companies and are continually striving to maintain professional and high quality students.

Describe any external opportunities or challenges.: With the onset of the COVID Pandemic restrictions students were unable to complete the 10 required patient contacts. A waiver related to the Executive Order N-39-20 allowed for the use of high-fidelity simulation in place of the 10 clinical contacts for the purpose of assisting students to complete the EMT program requirements. Both of the EMT instructors stay involved with the CEMSEA (California EMS Educators Association) for up-to-date information from the state and NREMT. The requirements to provide testing for each skill, and for every student was eliminated due to COVID. this allowed them to develop a more realistic skills lab and utilize our time differently than previous semesters. Over 2020-2021 attendance requirements were extremely difficult to adhere to. Students were allowed to miss a lot more of the hands-on skills than ever before.

Ambulance providers suspended all ride along's. This required us to focus on simulations rather than simple skills during lab nights.

Overall SLO Achievement: SLOs are based on skill demonstration and weekly multiple-choice quizzes. The success goal of the quizzes are 75% to 100%. Assessment of these goals is documented in TracDat.

Changes Based on SLO Achievement: Changes that have been made to improve student success are placing students in class groups, encouraging more student classroom participation, implementing case studies or patient scenarios and outside study groups. The instructors are integrating Brady lab study tools and feel the integration of these resources has positively impacted student success in meeting the course SLO's. The faculty are continually looking for ways to improve and support student success.

Overall PLO Achievement: Same as course

Changes Based on PLO Achievement: Same as course

Outcome cycle evaluation: Updated on a 3-year cycle.

Related Documents:

[Awards and Recipients.pdf](#)

[EMCC Agenda 7_28_2021.docx](#)
[EMT Course Student Surveys Spring 2021.docx](#)
[EMT-Paramedic LMI, 2021.pdf](#)
[NREMT - EMS Educators - Pass_Fail Report 20-21-.pdf](#)
[Program Review \(1\).pdf](#)
[Success & Enrollments \(2\).pdf](#)
[Success & Enrollments \(5\).pdf](#)

Action: 2021-2022 Improve Student Success With Required Hands on Skills

Provision of more opportunities for students to learn, practice and perform hands-on skills required by the EMT with the addition of an additional ALS training manikin and an EMT 401 open skills lab.

Leave Blank:

Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean of Nursing and Allied Health, Anne Morris Chair of Nursing and Allied Health

Rationale (With supporting data): Having to provide split lab skills sessions in order to comply with COVID guidance and promoting student safety has provided students only half of the traditional skills time allotted for students. The EMT program continues to outgrow its assigned skills lab. Over the last few years the instructors have replaced and introduced new equipment that help provide the necessary instruction, however, the biggest challenge they currently face is lack of space for students to spread out and complete our their skills. The Morro gym worked very well for the instructors but has been a temporary arrangement. This fall semester we will again be spread out among several open classrooms and that makes it extremely difficult for the primary instructors to maintain awareness of their class.

EMT faculty feedback and student surveys also indicated that there is a need for an open skills lab course to be available for students to learn and practice needed skills that is facilitated by a EMT instructor. An EMT 401 open skills course was developed and approved in Spring 2021 and an adjunct EMT faculty is expected to be hired for this position Fall 2021 so the course can begin Spring 2022. As stated in #1 above the addition of a second ALS manikin would provide individual students more skill practice time especially now that the class size has doubled.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Equipment - Instructional - ALS Trainer Full Body Manikin, Carry Bag, Adult (Bound Tree) (Active)

Why is this resource required for this action?: Having an additional ALS trainer manikin would be beneficial since there is usually between 50-60 students and they currently only have one manikin.

Notes (optional): VTEA?

link and item number;

<https://www.boundtree.com/training-simulation/manikins/als-trainer-full-body-manikin-carry-bag-adult/p/752-080FB>

Item #: 752-080FB

ALS Trainer Full Body Manikin, Carry Bag, Adult

Cost of Request (Nothing will be funded over the amount listed.): 5000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

Program Review - Emergency Medical Technician

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Action: 2021-2022 Increase student Success and Completion

Improve students success with meeting SLO's and course completion by 5% during the 2021-2022 academic year.

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Implementation Timeline: 2020 - 2021, 2021 - 2022

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Identify related course/program outcomes: Safely perform skills required by Title 22 for EMT B, to assist the client to maintain well-being.

Satisfactorily perform the psychomotor skills necessary in the delivery of pre-hospital care to clients.

Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean of Nursing and Allied Health, Anne Morris Chair of Nursing and Allied Health

Rationale (With supporting data): Many of the students that register for the EMT course have not taken other college courses as there are no prerequisites. The students are required to successfully comprehend and demonstrate skills of the EMT Core Content and Standards of Practice. The Core Content requires knowledge of human biology, anatomy, physiology, and psychopathology. The rigor of this program is extremely high for students without the basic skills in education at college level or a science background. A second factor affecting student course completion is the grading scale mandated by the National EMS Education Standards of C or better to pass the course (75% and below is an F). During the 2020-2021 academic year the students will have an additional challenge influencing their ability to be successful in completing the EMT course. This challenge is related to the changes required to facilitate the course that need to be implemented related to the COVID pandemic.

In order to keep students safe and comply with COVID safety and distancing recommendations the EMT students will need to be broken down into smaller groups for skills and will only have in person skills training every other week which will add additional challenges for student success in the EMT program. It is the hope that providing students the My Lab Brady study tools will provide additional support to the EMT student that will increase student completion and success in the course. The My Lab Brady exams will not only provide additional opportunities for students to test their understanding of the course content and provide the students with additional opportunities to practice testing in an online format which will also support student success on the National exam.

The EMT faculty have indicated that having an additional ALS trainer manakin would be beneficial since there is usually between 50-60 students and they currently only have one manakin. The addition of a second manakin would and provide individual students more skill practice time especially now that the class size has doubled.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/05/2021

Status: Action Discontinued

The EMT instructors have implemented multiple teaching strategies including placing students in class groups, more active

Program Review - Emergency Medical Technician

student classroom participation, case studies, outside study groups, and incorporating Brady-lab to provide students added support and assist students with completing the course successfully and meeting the course SLO's. The EMT faculty reevaluated the Fisdap tools and decided to utilize My Lab Brady instead. The course continues to have a high attrition rate but the success rate of students in the course was of 77.0% for 2020-2021 which is an increase of 15.1% from 2019-2020. The EMT instructors attribute the high attrition rates in the program overall, to students not being prepared for the rigor of the course resulting in withdrawals from the course and course failure and continuing student challenges related to COVID.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Map the attrition rate of the EMT program yearly through program review (and evaluate the progress every 3 years). The attrition rate information will be collected from the California Community Colleges Chancellors Office DataMart

(Active)

Why is this resource required for this action?: The annual attrition rate will decrease by 5 % compared to 2019-2020 attrition rate

Notes (optional): Attrition rate for 2019-2020 academic year was 18.5%. [12% Fall2019 & 25% Spring 2020, (R/T COVID?)]

Cost of Request (Nothing will be funded over the amount listed.):

Equipment - Instructional - ALS Trainer Full Body Manikin, Carry Bag, Adult (Active)

Why is this resource required for this action?: The addition of a second manikin would and provide individual students more skill practice time especially now that the class size has doubled.

Notes (optional): VTEA?

Cost of Request (Nothing will be funded over the amount listed.): 5000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Action: 2021-2022 Increase Student Success on the National Registry EMT exam.

Increase the pass rate by 20% on the EMT certifying exam through the integration of online instruction and testing (My Lab Brady) to better prepare the students for the NREMT exam.

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Implementation Timeline: 2019 - 2020, 2020 - 2021

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Identify related course/program outcomes: The EMT instructors have indicated that the online instruction and testing provided

Program Review - Emergency Medical Technician

with the MY Lab Brady resources has helped to better prepare the students for the NREMT exam as they will be better prepared for a computer-based test.

The student will need to be successful on all SLOs to pass the National Registry Exam

1. Given skills practice and lecture content, students will be able to provide emergent and non-emergent care, by return demonstration of all EMT-B skills.
2. Given lecture content, students will be able to assess and identify signs and symptoms of illness and/or traumatic injury by multiple choice tests.
3. Given skills lab practice with actual equipment and real-life scenarios, students will be able to implement appropriate emergency care procedures to include stabilization and transfer of the patient to the receiving emergency service facility – return demonstration.
4. Given lecture on legal and ethical practices, students will be able to identify the legal and ethical ramifications of the care provided by multiple choice test.

Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health and Anne Morris Chair of Nursing and Allied Health

Rationale (With supporting data): The pass rate on the National Registry Exam is ____%. The state average is 72% and the national average is 67%.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/05/2021

Status: Continue Action Next Year

The EMT instructors have indicated that the online instruction and testing provided with the MY Lab Brady resources has helped to better prepare the students for the NREMT exam as they will be better prepared for a computer-based test.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021

08/05/2020

Status: Continue Action Next Year

The pass rate on the Registry Exam for the 2019-2020 academic year was 34% (first attempt) and 51% (cumulative pass within 3 attempts). This is a 18% increase in the pass rate (pass rate was 33% in 2017). The EMT instructors have been providing students with EMT exam test prep which has attributed to the improved pass rate on the National Registry exam. Instructors are planning to integrate Fisdap comprehensive exams which will not only provide additional opportunities for students to test their understanding of the course content and provide the students with additional opportunities to practice testing in an online format which will also support student success on the National exam.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

Action: 2019-2020 Increase Student Success

Program Review - Emergency Medical Technician

Improve academic experiences for EMT students by providing faculty development courses in areas of CANVAS, flipped classroom, classroom effectiveness and current EMT practice.

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Implementation Timeline: 2019 - 2020, 2020 - 2021

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Anne Morris Chair of Nursing and Allied Health

Rationale (With supporting data): The EMT instructors have identified that they need to obtain CANVAS training so that they can integrate CANVAS more fully into their courses. By attending professional development workshops the instructors can learn more active strategies to facilitate the course that will support student success and improve the students ability to critically think.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action	
<i>Updates</i>	
Update Year: 2020 - 2021	09/19/2020
Status: Continue Action Next Year	
One of the instructors was able to attend a workshop last year and was able to learn about: active teaching strategies and tools and teaching strategies that colleagues from other EMT programs have attributed to students success in their EMT programs.	
Impact on District Objectives/Unit Outcomes (Not Required):	

Resources Description

<p>\$2000.00 VTEA request to send EMT faculty to regional trainings and one national meeting for EMS/CTE faculty. (Active)</p> <p>Why is this resource required for this action?: To be able to have faculty attend conferences/workshops to learn more about flipped classroom, active teaching strategies, classroom effectiveness and current EMT practice in order to improve the academic success of EMT students.</p> <p>Notes (optional):</p> <p>Cost of Request (Nothing will be funded over the amount listed.): 2000</p>

<p>Adjustment to Base Budget - Budget augmentation to pay professional experts in EMT the same hourly wage as professional experts in Fire. (Active)</p> <p>Why is this resource required for this action?: The difference in pay scales makes it difficult to obtain professional experts in EMT because the experts get paid more to help with fire. The difference is about \$1200 per semester for a total of \$2400 for the year.</p> <p>Notes (optional):</p> <p>Cost of Request (Nothing will be funded over the amount listed.): 2400</p>

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

Program Review - Emergency Medical Technician

Action: 2019-2020 Provide Students Interested in Nursing & Allied Health Careers with a Clearer Path for Success.

Institutionalize the Adjunct Nursing and Allied Health Counselor position.

Leave Blank:

Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health, Belen Kersten Director of Registered Nursing, and Anne Morris Chair of Nursing and Allied Health and Assistant Director of the Registered Nursing Program

Rationale (With supporting data): COS has multiple allied health programs and over a 1000 nursing majors. Not all declared nursing majors or PTA majors will get into the programs due to the difficult prerequisite science courses and the competitive application process. The student may not be aware of other health care options that are available to them to begin their career in health care and the pathways to advance their career in healthcare. A Nursing & Allied Health Counselor can provide a pathway for students and an alternative pathway for students whose primary goal can not currently be achieved. The data is in the research and literature. Bailey, Thomas R., Smith Jaggars, S., and Jenkins, D. 2015. Redesigning America's Community Colleges: A Clearer Path to Student Success. Cambridge, MA: Harvard university Press. This book and multiple research papers support the idea guided pathways reforms provide a systematic process through which students can make more informed choices, take less units, and have less debt. (See attached document for counselor duties and rationale). This adjunct position can be supported with grant funding.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Classified/Confidential - Adjunct counselor for Nursing and Allied Health (Active)

Why is this resource required for this action?: Data supports the rational for the action and need for resource request. COS has multiple allied health programs and over a 1000 nursing majors. Not all declared nursing majors or PTA majors will get into the programs due to the difficult prerequisite science courses and the competitive application process. The student may not be aware of other health care options that are available to them to begin their career in health care and the pathways to advance their career in healthcare. A Nursing & Allied Health Counselor can provide a pathway for students and an alternative pathway for students whose primary goal can not currently be achieved.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 75000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points