

Comprehensive Program Review Report



Program Review - Emergency Medical Technician

Program Summary

2020-2021

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 2019 semester had a total of 66 students with 43 completers (65%), 8 withdraws (12%) and 15 failures (23%). The spring 2020 semester had a total of 67 students with 30 completers (45%), 28 total withdraws [(13W + 15 EW), 42%], and 9 failures (13%). 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. 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. 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 2019-2020 was 55% which was a 12% decrease compared to the previous academic year. One of the major factors that attributed to the decrease in completers was the dramatic increase of student withdraws during the spring 2020 semester related to the COVID-19 pandemic. Students withdrawing from the course or failing to pass the course. The students that do succeed in the program are eligible to sit for the National Registry Written Exam. The number of students that sat for the National Registry exam between the first quarter 2019 to the 3rd quarter 2020 was 41. The pass rate of the 41 (1st attempt) test takers was 34% and (within 3 attempts) was 51%.

Enrollment Patterns: In 2019-2020 the program accepted 66 students in the fall semester and 57 students in the spring semester, total of 123 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 Fall 2019 semester 45 out of 66 students enrolled completed the course evaluation. The majority of the students that responded identified that they were taking this course to enter the firefighter academy, continue education to become a paramedic, or to improve their points on the multi-criteria application to get into the associate degree nursing program. All student responses indicated that they felt: the course was presented in an organized manner; they understood the objectives and what was required of them to meet the objectives; and that the online coursework provided them enough information to understand the material (78% strongly agree & 22% agree). Ninety-six percent of the students indicated that they were planning to take the National Exam. For the Spring 2020 semester, all 30 of the course completers submitted a course evaluation. The majority of the students identified that they were taking the class to work as an EMT (30%), enter the firefighter academy (17%), or continue education to become a paramedic (17%). All student responses indicated that they felt: the course was presented in an organized manner; they understood the objectives and what was required of them to meet the objectives. Most students indicated that the online coursework provided them enough information to understand the material (33% strongly agree, 60% agree and 7% disagree). Student comments indicated that some of the students struggled with the rigor of the course and skills when the course was moved to a virtual learning environment as a result of the COVID Pandemic restrictions. Ninety-three percent 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 course and skill lab equipment has been approved for purchase the past 2 years through VTEA funding.

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. Equipment improvements have allowed the students to successfully practice and demonstrated competency required to pass the course. VTEA funds have also been used for faculty development related to active teaching strategies in order to assist EMT instructors in providing students with active learning opportunities that will support student achievement of SLO's. The 2019-2020 COS Dashboard FTEF was 1.45 which was an increase of 0.32 from the prior year. The increase in FTEF can largely be attributed to doubling the amount of the course offerings and changes implemented to facilitate the course related to the COVID Pandemic. 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.

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 Associate 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, but the program continues to have a high attrition rate and a course success rate of 62% which is a drop of 5% from 2018-2019. Instructors have identified that a large portion of the 5% drop in success over the past year can be attributed to student learning challenges related to the COVID Pandemic. The EMT instructors attribute the low success 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. The EMT instructors have implemented multiple teaching strategies including placing students in class groups, more active student classroom participation, case studies and outside study groups. The instructors are planning to incorporate Brady-lab and Fisdap (comprehensive exams and study tools) for the 2020-2021 academic year to evaluate if the use of these tools will provide students added support and assist students with completing the course successfully and meeting the course SLO's.

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 1st quarter 2019 to 3rd quarter 2020 was 41. The pass rate of the 41 students was 34% for the first attempt and 51% cumulative pass within 3 attempts with 49% eligible for retest. This is an improvement. There is a large discrepancy between program success rates and the National Registry Certification pass rate. 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. The instructors had looked at providing a test prep. boot camp but felt this would not improve student.

3. 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.

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 and Fisdap study tools and comprehensive exams 2020-2021 to evaluate if the

integration of these resources will positively impact 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:

[Emergency Medical Technician VTEA Allocation pdf](#)

[EMT Course Student Surveys Fa19-Sp20.docx](#)

[EMT-Paramedic LMI, 2020.pdf](#)

[NREMT - EMS Educators - Pass_Fail Report 2019-2020 \(1\).pdf](#)

[T_EMCC_min \(1\).pdf](#)

[Tulare County Emergency Medical Care Committee Members - Aug 27 2020 - 2-39 PM \(1\).pdf](#)

Action: 2020-2021 Increase student Success and Completion

Improve students success with meeting SLO's and course completion by 5% during the 2020-2021 academic year through the integration of Fisdap comprehensive exams and study tools.

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Implementation Timeline: 2020 - 2021

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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 Fisdap study tools that include: virtual skill demonstrations, podcasts, practice quizzes and learning prescription, which provides students a personalized study plan that helps the student focus on the topics where they need the most work, will provide additional support to the EMT student that will increase student completion and success in the course. The Fisdap comprehensive 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. CARES Funding

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

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?)]

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

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.

Action: 2019-2020 Increase Student Success on the National Registry EMT exam. VTEA

Increase the pass rate by 20% on the EMT certifying exam by providing a National Registry EMT exam test preparation.

Leave Blank:

Implementation Timeline: 2019 - 2020, 2020 - 2021

Leave Blank:

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Identify related course/program outcomes: 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 31%. 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: 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

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format which will also support student success on the National exam.

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

Resources Description

Personnel - Faculty - Increase pay (increase hours) for current adjunct faculty for National Registry Exam review course preparation and instruction (Active)

Why is this resource required for this action?: 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 instructors of the course decided to pilot a test prep 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. The development and writing of the test prep class was in addition to the faculty course contract and the faculty did not receive financial compensation. The student feedback stated they felt better prepared. Further evaluation is needed to evaluate the pass rate of the students who took the course and reviewed the course content on Canvas.

The EMT faculty would like to institutionalize the EMT Registry prep course and have the resources to pay faculty to teach the 4 hour course and purchase review content material with sample test questions from the EMT National Registry.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 800

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

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

Updates

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.

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

Resources Description

\$2000.00 VTEA request to send EMT faculty to regional trainings and one national meeting for EMS/CTE faculty. (Active)

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.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 2000

Adjustment to Base Budget - Budget augmentation to pay professional experts in EMT the same hourly wage as professional experts in Fire. (Active)

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.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 2400

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.

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.

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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 rationale 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

Action: 2019-2020 Implement Consistent Student Evaluation Process

Develop and implement a student course evaluation survey for distribution at the end of every course to measure satisfaction. This is addressed under improvements needed in the review.

(Completed)

Leave Blank:

Implementation Timeline: 2019 - 2020

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Identify related course/program outcomes: District Objective: Increase CTE course success rates and program completion annually

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): Currently there is not an evaluation process in place to measure or rate student satisfaction with the EMT course. This data is necessary to implement changes to meet the student's needs for success

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

09/19/2020

Status: Action Completed

Instructors have developed and student evaluation form that students complete at the end of each semester and update the survey questions as needed.

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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 Objectives: 2013-2015

2013-2015: District Objective #1 - District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

District Objectives: 2015-2018

District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

Action: 2019-2020 Increase Student Success and Completion Rate.

Provide more sections of CPR at the beginning of the semester to assist students with completing the CPR prerequisite requirements for EMT(completed)

Leave Blank:

Implementation Timeline: 2019 - 2020

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Identify related course/program outcomes:

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

Rationale (With supporting data): The instructors have identified that although completion of a CPR course is a prerequisite for the EMT course students are still able to register for the course without CPR. There is currently no way to screen students so that a student can't enroll in the course without a CPR card. The instructors feel that students not having their CPR completed prior to starting the course is interfering with the student success rate in the EMT course. In order to assist students with meeting the CPR requirement the Division will provide more sections of CPR at the beginning of the semester. If there are students that have not completed the CPR course prior to the first day of class, there will be more opportunity for the students to complete the course requirement earlier in the semester.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

09/19/2020

Status: Action Completed

More sections of CPR were added at the beginning of the semester but instructors did not feel that this was very beneficial in improving student success.

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

Link Actions to District Objectives

District Objectives: 2018-2021

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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