



2016-2017 Instructional Program Review Annual Update

1. Discipline/Area Name: <i>Emergency Medical Technician – Public Safety & Allied Health CTE</i>	For: 2018-19
2. Name of person leading this review: Jeff Stephens RRT, RN, MSN, FNP-BC	
3. Names of all participants in this review: Jeff Stephens, Lance Hodge	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input type="checkbox"/> Year 4: Annual update or status quo option <input checked="" type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the [subject level data](#) and comment on trends (more data will be available the Program Review [web page](#)):

Indicator	2012-2013	2013-2014	2014-2015	2015-2016	Recent trends?	Comment
Enrollment #	102	98	97	86	No Change	The EMT program continues to consistently show maximum enrollment in all sections.. From 2008-2009 to 2014-2015 the EMT course dropped from 206 students to only 74 students, a decrease of 64%. This course has consistently demonstrated maximum enrollment numbers since 1992, even when several other sections were available and five adjunct instructors were teaching.
# of Sections offered	8	8	8	8	No Change	
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	8	8	8	8	No Change	
# of Sections offered in Lancaster	8	8	8	8	No Change	
# of Sections in other locations	0	0	0	0	No Change	
# of Certificates awarded	34	38	27	28	No Change	

<u># of Degrees awarded</u>	0	0	0	0		
Subject Success Rates	33.3%	38.8%	27.8%	32.6%	No Change	
Subject Retention Rates	77.5%	78.6%	80.4%	80.2%	No Change	
Full-time Load (Full-Time FTEF)	1	1	1	1	Decrease	In the past five years District FTES decreased 12 percent, while during that same period EMT Course FTES decreased by 62%.
Part-time Load (Part-time FTEF)	0	0	0	0	Decrease	The EMT program suffered drastic cuts due to past budget concerns, and for the past several years has been operating with the minimum number of sections possible, causing a loss of our adjunct instructor pool
PT/FT FTEF Ratio					No Change	

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	For the past five years AVC has shown a 29.1% decrease in overall headcount, while the EMT program enrollment has maintained maximum enrollment. The EMT course continues to be a high demand course offering rapid employment opportunities for students in the Antelope Valley. The continued cut back to EMT course enrollment, despite a budget that has moved toward normalcy, has now caused a significant loss of our dedicated and experienced adjunct faculty pool. EMT sections should be added and the adjunct pool reestablished.
8.	Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps:</p> <p>Success by race in the district is below the institutional standard of 68% for 2012-2016. From 2012-2016 over-all success for EMT students remains at 36.2% with no race meeting the institutional standards of 68% except Pacific Islander. Retention for the same period remains at 77.6% above the institutional standard.</p> <p>Although fluctuations, sometimes wide, in student success are occurring, the consistency of instruction in the course and of course materials would seem to indicate that such fluctuations are due to natural variations in the student population rather than with elements within the course. Similarly, persistence and retention variations in the course are most likely the result of those same natural variations in student population. Regarding race, gender, location, and modality groups; it is significant that black/African American students show a college-wide lower success rate compared to all other races identified. The EMT course seems to reflect this trend as well. No race-specific adjustments have been made or are anticipated in the EMT course.</p>

Student success in the EMT course have been historically low compared to general success statistics. 2014-2016 66.5% of female students in the district were successful compared to male counterparts at 33%. In 2012-2013 the district rate was 71% success vs. 10% for the EMT course. The district's 08-09 success rate for males was 68%, the EMT course rate was 33%. In 2012-2013 69% of males in the district were successful vs. 28% success for EMT students

Student success in this course is largely a factor of preparation prior to entering the college environment (study skills), maturity, self-motivation, and critical thinking skills. It is rare for successful students in this course to receive a grade of 'C', as those students are most often unable to achieve a passing score on the final exam. Because this course has a job-training focus, and the role of the EMT is one where maturity, self-motivation, and critical thinking skills are essential, the low success rate has the effect of filtering out those students who cannot demonstrate those qualities in the application of their course work. Steps toward improving success rates with variations in teaching methods and strategies and the incorporation of innovative approaches will ultimately fall short when dealing with students who don't possess the maturity to appreciate long-term career goals, the self-motivation to push themselves beyond their expectations of the amount of study time required in this course, and the critical-thinking skills that allow them to synthesize information useful in scenario type questions and skills scenario practice. Although success rates are anticipated to continue reflecting the trends we have seen for many years, actions are taken each semester to help students better succeed. With the Fall 2013 semester we have incorporated the use of 'student notebooks' that are checked weekly in which students create a chapter-by-chapter summary of important topics and data from their textbooks. This notebook is designed to encourage the regular and scheduled reading of the textbook as well as to serve as a study guide when reviewing for exams. This Fall semester we have also encouraged and expanded the use of YouTube to review EMT skills procedures. We are continuing and expanding the requirement of 'return demonstrations' of lecture and skills topics in both the lecture and lab classes to encourage students to better develop their speaking and presentation skills and to work on those important principles of maturity, self-motivation, and critical thinking, especially under the pressure of a group setting. At some point a 'standard' for student success set too high may not reflect the reality of what is possible when put in practice. A significant and sustainable increase in student success rates would most likely require a significant change in the student population entering the class, through the development of course prerequisites. In our last review we considered the prerequisite of a 'Medical Terminology' course to change our student population and perhaps increase student success. My personal experience reflects my ability to enter a community college EMT course without such prerequisites, which served as the beginning of a long and successful career in Emergency Medicine. This experience causes me to hesitate on the implementation of such prerequisites that could ultimately eliminate students such as myself early on who might have never entered the field if such prerequisites were in place. I continue to believe that it is important to have this course open to the general student population, allowing

		access to this important job training opportunity to all, even though that approach will open us to the fluctuations in success we have experienced. Our final exam, and its emphasis on scenario based questions, requires a significant synthesis of course material into real-life critical thinking skills, which further eliminates students unable to rise to that level. Again, this job-training course seeks to discover those students who demonstrate maturity, self-motivation, and honed critical thinking skills for the important job of Emergency Medical Technician.										
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <table border="1"> <thead> <tr> <th>Geographic Area</th> <th>2014-2024 Employment SOC Code 29-2041/CIP Code 125100 Emergency Medical Technicians</th> <th>Projected Employment (2014-2024)</th> <th>Growth (2014-2024)</th> <th>Annual Job Openings Reported (2014-2024)</th> </tr> </thead> <tbody> <tr> <td>California</td> <td>16,600</td> <td>20,600</td> <td>+24%</td> <td>4,000</td> </tr> </tbody> </table> <p>EMT job growth is expected to continue with population growth. The 2014-2024 projections show an expected 24% increase in employment opportunities for EMT's, with annual job openings of 670 new positions.</p>	Geographic Area	2014-2024 Employment SOC Code 29-2041/CIP Code 125100 Emergency Medical Technicians	Projected Employment (2014-2024)	Growth (2014-2024)	Annual Job Openings Reported (2014-2024)	California	16,600	20,600	+24%	4,000
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10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
SLO 1	Review curriculum and lab practicum for changes in LACo EMT Core requirements to identify deficiencies	Ongoing	SLO data as a measure to determine improvements in student success is of limited value in this course. The assumption is that higher and higher student success goals can be reached. This assumption has the natural flaw of assuming we can change those factors that contribute to student success, many of which occur prior to the student entering the college environment. As an example, this EMT course could achieve higher success rates if we manipulated course prerequisites to filter out, or filter in, certain students. Students who have taken more and higher academic courses have most likely developed better study skills, and those with a specific introduction to biology or medical terminology will have an advantage over those who have not. Students who are better readers will most likely have an easier time studying for the EMT course. If our goal is simply higher student success numbers, such changes to the

			<p>student population through implementation of prerequisites could most likely achieve some improvement in those success numbers. But, I believe there is great value in offering a course like the EMT course where virtually ANY student has the opportunity to complete career-track training in just one semester. Many of our students are desperate to improve their employment situation for themselves and their families and to enter a career they can be proud of. Even though many of our students will not successfully complete the course, they are introduced to the reality of a college-level learning environment and are reminded of the importance of maturity and self-motivation during their training. Students who repeat the course often show drastic improvements in both levels of maturity and self-motivation. I believe the value in such an open student population for this course outweighs the disadvantage of low student success data.</p>
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11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goals 1-5	Ongoing	<p>Goals for this course are centered on envisioning and implementing new ways to motivate students and to make lecture and lab topics impactful, memorable, and educational. A major problem in the EMT program is in motivating students to do the required work. A detailed course schedule lays out the student study regime but the majority of students fail to follow it.</p> <p>Goals 1, 3, 4, and 5 were implemented 2012-2013 and are being continued and expanded. We did achieve a pass rate that exceeded previous semesters by several percentage points but it is not clear yet if this success rate was an anomaly or if it may be related to past goals.</p> <ol style="list-style-type: none"> 1. Return demonstrations of EMT skills learned the prior week have been increased. 2. Students are now required to maintain a student notebook to help encourage and check on student reading assignments. 3. Reviews of previous lecture and lab material are initiated in every lecture and lab class with students required to explain past topics to the entire class. 4. Greater use of internet technology has been ongoing to reinforce both lecture and lab topics and is assisted by the new classroom technology in the Health & Sciences building. 5. Greater emphasis on test taking skills and understanding of scenario-based test questions. This is being accomplished through the use of EMT National Registry study guides and review of practice final exams in such publications as well as those available on the internet.

Briefly discuss your progress in achieving those goals:
 Cohort 2015-2016: 86 students enrolled 56 students took the assessment (32.6 %) passed the standardized skills test. These goals are ongoing and subject to continued review on how best to achieve them. Previous goals and procedures for achieving them have been maintained and enhanced. This has improved from prior year.

Please describe how resources provided in support of previous program review contributed to program improvements:

The EMT budget is currently funded by Proposition 20 and a limited supply budget. As an isolated entity without an advisory committee, or program status is not eligible for Perkins funding. Previous budgets were used to replace less costly supplies limited to the cap provided. 2015 2016 proposals have been generated through action plans and resource allocation requests to replace non-functioning mannequins and costly supplies.

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2018-2019. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1, 2, 3, 4, 5	Goals for this course are centered on envisioning and implementing new ways to motivate students and to make lecture and lab topics impactful, memorable, and educational. A major problem in the EMT program is in motivating students to do the required work. A detailed course schedule lays out the student study regime but the majority of students fail to follow it.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 5.Align instructional programs to the skills identified by the labor market	<ol style="list-style-type: none"> 1) This course meets the requirements of the Los Angeles EMS Agency for training of EMT's. EMT training is one of the basic requirements for the job of firefighter, and is required to progress toward paramedic training. EMT is also a stand-alone career certification that allows entry into jobs with ambulance services and hospital emergency departments as well as other first aid and emergency care environments. Return demonstrations of EMT skills learned the prior week have been increased. 2) Students are now required to maintain a student notebook to help encourage and check on student reading assignments. 3) Reviews of previous lecture and lab material are initiated in every lecture and lab class with students required to explain past topics to the entire class. <p>Greater use of internet technology has been ongoing to reinforce both lecture and lab topics and is assisted by the new classroom technology in the Health & Sciences building.</p>	Yes
6	Expand and diversify CTE	5.Align instructional programs to the skills identified by the labor market	The EMT course provides a high quality learning environment and works to facilitate student success, an	Yes

			<p>important aspect of the EMT course is in providing general students the important opportunity to enter the college environment and be exposed to the often rigorous requirements necessary to achieve their goals.</p> <p>Re-establish adjunct faculty pool.</p>	
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****Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
Goals 1-5	Technology	Repeat	Replacement of mannequins and outdated equipment	\$10,000.00	One-time	J. Stephens
Goal 6	Personnel	Repeat	Re-establish adjunct faculty pool to expand course offerings		Recurring	J. Stephens
Goals 1-5	Professional Development	Repeat	Instructors in the EMT course should attend the annual EMS Agency meetings to remain current in latest procedures and practices regarding EMT programs and EMT regulation changes. These meetings are mandatory for the Program Director or Program Clinical Coordinator.		Recurring	J. Stephens L. Hodge

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³ In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.