

EMERGENCY MEDICAL SERVICES

COMPREHENSIVE PROGRAM REVIEW 2016-2021



FIRE, SAFETY AND EMERGENCY MEDICAL SERVICES

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STATUS SUMMARY-PLAN OF ACTION-POST VALIDATION

During the academic year 2015-2016, the EMS Program completed a 6-year program review. The Self-study and validation teams developed a final plan of action-post validation based on information in the self-study and recommendations of the validation team. For each plan, indicate the action taken, the results of that action, and the current status of the plan (if the result remains incomplete).

ALLAN HANCOCK COLLEGE 2016-2021 COMPREHENSIVE PROGRAM REVIEW

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation.

Allan Hancock Mission Statement & Values

MISSION STATEMENT

Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.

VISION STATEMENT

Allan Hancock College will be the recognized leader in student success through excellence in teaching, learning, and services in an environment of mutual respect.

SHARED VALUES

Student Success | Innovation | Mutual Respect | Lifelong Learning | Diversity | Academic Freedom | Shared Governance Excellence

We at Allan Hancock College express our values in all that we do. Our commitment is to find innovative ways to enhance student achievement and to always put students first. We operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts, and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning, and services through open and honest communication.

EQUAL ACCESS TO ALL

Nondiscrimination Statement:

The Board of Trustees of the Allan Hancock Joint Community College District recognizes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and creativity while providing positive images for all students. The district is committed to the active promotion of campus diversity including recruitment of and opportunities for qualified members of underrepresented/protected groups, as well as the provision of a work and learning environment conducive to open discussion and free of intimidation, harassment, and unlawful discrimination. The board commits the district to equal opportunity/access for qualified persons in all aspects of its employment program including selection, assignment, promotion, and transfer, and with respect to all necessary classifications. The board also assures that all employees and applicants for employment will enjoy equal opportunity regardless of race, color, ancestry, religion, gender, national origin, age, disability, medical condition, status as a Vietnam-era veteran, marital status, or sexual orientation.

Alternate Media Statement: Allan Hancock College will provide, upon request, alternate translation of its general information documents in large print, Braille, E-text, etc., through our Learning Assistance Program

CALIFORNIA COMMUNITY COLLEGE

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

The community colleges may conduct, to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

I. Program Mission & Values

The Allan Hancock College Emergency Medical Services (EMS) Training Program is dedicated to the delivery of quality initial and ongoing education and training to all involved in both the public and private EMS arena. We strive to deliver this education and training in a manner that is conducive to the respectful, impartial, and dignified treatment of all students, staff, and patients. It is the goal of this training program to create, maintain, and update relative courses that instill compassion, competence, confidence, excellence, and leadership; all skills that shall serve as a foundation to create healthcare providers dedicated to the art and science of delivering high quality emergency medical care and transportation to the sick and injured.

CORE VALUES

Service:

We serve and are responsible to the patient. We focus on the patient in everything we do. We value the trust of the patient. We realize the patient is our customer.

Integrity And Excellence:

We demonstrate ethical behavior in all our interactions. We are dedicated to the pursuit of personal improvement.

Teamwork:

We build constructive relationships through communication and cooperative effort.

Leadership:

We are a program of leaders.

II. Progress Made Towards Past Program & Departmental Goals

Summary of Instructors/IA, support staff, increase in degrees earned, summary of retention rate and student class sizes, improvements over the years, facilities, equipment, etc.

Faculty: We currently have one 1 FT assistant Professor that is the director of the Basic EMT academy as well as teaching lead instructor in the Basic Academy as well as teaching in additional courses. When the paramedic program begins the FT faculty will be assisting in the paramedic program as well. This FT faculty is also functioning as the program's coordinator. As the expansion continues this position will need to be modified to utilize this position optimally. We are currently filling other instructional and administrative positions with PTF, however, once established, the need for a 2nd FT faculty will be necessary to have the most cohesive paramedic program.

We have looked at having creative staffing, having a PTF to be the coordinator for both the EMT-Basic and the EMT-Paramedic programs. That can relieve some time for the FTF to work on county accreditation and staying current with the state and National standards / compliance as well as assisting in teaching in one or both programs. Thinking outside the box might prove to be our best bet. Thinking creatively.

Part-Time Faculty: We had 3 PTF prior to our recent additions of PTF which are experienced paramedics and

nurses. The diversity of the staff (paramedics, nurses with diverse backgrounds) with the superb experience is critical to build and sustain top quality instruction. Part of the significant increase in staff is related to the development of the paramedic program.

Support Staff: We also have expanded the support staff which included instructional aids, instructional assistants, equipment manager (position vacant at this time), clinical coordinator and a paramedic director. This has brought 31 personnel onboard working in a part-time hour status.

Classroom Facilities: We are located at the PSTC in Lompoc. Since moving here to the multimillion-dollar facility in Lompoc this has enhanced our PSTC programs (Fire, EMS and LE programs) to significantly improve our ability to host, administer, maintain, and grow our excellent EMS programs. With the development and start of our Paramedic program the use of labs, storage, lecture had to be analyzed and orchestrated for optimal usage and availability. A Conex was allocated for the storage of all the significant amount of paramedic equipment necessary for the required training set forth by National accreditation (Title 22 as well as COAEMSP as well as our Local Emergency Medical Services (which oversees our program).

Increased Class Size: In 2018, we increased the class sizes in many courses. EMS 301 went from 24 to 40. This was initiated after looking at classroom size, staff needs, applications submitted and found that 40 was the maximum we could expand to. We were getting 40- 60 applicants and were able to select whom we felt was most prepared to succeed. Many came from courses we could identify and encourage to attend such as EMS 102. The fire academy also encourages the applicants to attend the EMS-Basic EMT academy prior to the fire academy. This structure sets the Fire-EMT up for success. From there, these students can obtain 1000 hours as an EMT then attend the Paramedic program. Fire Paramedic is the gold standard in Fire positions throughout the nation and the trend in this county is increasing. 90% of SBCo Fire staff were firefighter Paramedic hires.

We also increased the size of EMS 102 (Safety and First aid) from 20-30 students, which continues to fill and maintain a high success rate. This course is diverse in that students can utilize this course as either a part of their EMS degree or a transferable option for GE (General Education) requirements. Many students attending for their elective GE requirements continued in EMS obtaining their EMT and often their EMS degree.

EMS Lab Upgrades: The EMS skills lab has completed some upgrades. We were able to acquire through grants 8 cameras that were placed in the training bay, training ambulance (in the bay) as well as in the scenario village with a screen that is set up to observe students running EMS calls and practicing skills in these areas. We can use the cameras to observe without distraction and provide a greater assessment of how the call ran and ways to improve. One additional bonus to the cameras is that 4 are set with a magnet. These can be moved if we are running calls in a different area. Also, these can be turned off (as LE performs training in these rooms and building as well and do not breach confidentiality and POST guidelines). These cameras are available to access with LE as well if you request them.

Shelving was added to both connexes and the EMS lab to significantly improve the equipment organization. The inventory of equipment was thoroughly laid out and set up on a shared drive for all staff to have access.

A communication board was placed in each room to communicate with other staff on any lost, broken or issues that need to be addressed.

Equipment Obtained: A significant amount of equipment was obtained through grants or funding such as the CTEA and strong workforce. This enabled us to acquire new equipment (replacing old failing equipment) as well as newer equipment that is now being used in the EMS community. Our students train with AMR and our local hospitals and need to have equipment that is the same (or similar) so the transition from skills training is smoothly transitioned into the clinicals and field internships. We were about to significantly upgrade and acquire equipment for our new paramedic program set to start now in Fall of 2023 at the latest date. These acquisitions enable our program to be state-of-the-art. One such item that was essential was the repairs and upgrades to our Simman 3G. Simulated manikins are essential for programs to offer high fidelity training that can simulate real calls and offer the best preparation and often a replacement for what is in the “live” experiences.

Needed Upgrades and Equipment: The final needs we have are upgrades to the software for the Simman 3G as well as the staff training to enable staff to properly run this high-grade simulator. Ideally, obtaining 2 other high simulation manikins with a child and infant would allow for a more global training allowing the entry into their clinical exposure and internships to be successful. As medicine is dynamic, new equipment, upgrades to our equipment, training of staff and maintenance will be required with the Simman new LLEAP updates for all staff to have an optimal understanding of how the programs run.

The following table provides a list of program equipment needs that will enhance student learning. These items will allow us to keep up with current technology and resources, ensuring our students enter the field as prepared and competent first responders.

<u>Item</u>	<u>Part Number</u>	<u>Website</u>	<u>Qty</u>	<u>Unit Price</u>	<u>Extended price</u>
LLEAP license to activate the LLEAP software for PC	Catalogue #400-01050	Laerdal.com	1	\$5,429.44	\$5,429.44
LLEAP implementation / engineer to set up	Catalogue #210-04050LL	Laerdal.com	1	\$2094.00	\$2094.00
LLEAP navigating LLEAP training course. Virtual 2-hrs	Catalogue #210-EDLL400	Laerdal.com	1	\$808.40	\$808.40
Computer (Dell) includes text support	Catalogue #400-10201	Laerdal.com	1	\$1,865.90	\$1,865.90
All-in-one monitor (24 In)	Catalogue #400-	Laerdal.com	1	\$2,364.10	\$2,364.10

	29301				
PediMate	#3250-11503	amazon	1	\$356.00	\$356.00
Pulse Oximeters		amazon	10	\$22.85	\$228.50
Infant/ Pediatric immobilization Board	L484C	Live Action Safety	1	\$321.11	\$321.11
Symbio Rhythm Simulators	CS1201	Medical Device Depot	2	\$631.00	\$1,262.00
Zoll M Series Replacement Batteries	C418-0001	Coast Bio Med	4	\$82.36	\$329.44
Contour Next EZ Glucometer		RiteAide	5	\$9.99	\$49.95
IV Tubing		Save Rite Medical	30	\$1.35	\$40.50
Wifi in Scenario Village		AHC IT	1	\$8,000.00	\$8,000.00
Student Tablets for ePCR - iPads		Apple.com	30	\$599.00	\$17,970.00
EZ-IO G3 POWER DRIVER	#ST9040	Combat Medical	2	\$507.11	\$1,521.33
EZ-IO ADULT NEEDLE - 25MM	#ST9001	Combat Medical	5	\$51.25	\$256.25
EZ-IO PEDIATRIC NEEDLE - 15MM	#ST9018	Combat Medical	5	\$51.25	\$256.25
Golf Cart & Trailer			1	\$12,000.00	\$12,000.00
Tuff Shed			1	\$12,000.00	\$12,000.00
Garage for Ambulance			1	\$20,000.00	\$20,000.00

Life form deluxe crisis manikin child	#LF03617U	universe medical	1	\$4,594.00	\$4,594.00
Endotracheal cuffed oral 6.5mm	10/bx	BoundTree	1	\$17.60	\$17.60
Endotracheal cuffed oral 7.0mm	10/bx	BoundTree	3	\$17.60	\$52.80
Endotracheal cuffed oral 7.5mm	10/bx	BoundTree	3	\$17.60	\$52.80
Endotracheal cuffed oral 8.00mm	10/bx	BoundTree	1	\$17.60	\$17.60
Disposable ET Stylet, 10fr	#533-MS-ETS400EA	BoundTree	1	\$60.60	\$60.60
KING VISION VIDEO LARYNGOSCOPE - COMPLETE KIT	#STKVLKIT3	Live Action Safety	1	\$1,418.77	\$1,418.77
BROSELOW PEDIATRIC EMERGENCY TAPE - 2019	#STVIT7700RE-2019	Live Action Safety	3	\$29.94	\$89.82
Endotracheal Tube Introducer (Bougie), Adult	#4583-CS	Live Action Safety	1	\$101.99	\$101.99
ARS FOR NEEDLE DECOMPRESSION	# ZZ-0298	Live Action Safety	5	\$17.89	\$89.45
Laerdal Pneumothorax Trainer	#260-05001	Live Action Safety	1	\$1,324.88	\$1,324.88
Total: \$95,126.34					

Degrees Earned Data

Program Desc	Degree	Degree Major	Degree Desc (group)	Academic Year Graduation Desc						
				2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
Unduplicated	Emergency Medical Services	AS	Emergency Medical S...	Associate in Science	2	2	4	2	4	2
		C1NA	Emerg Medical Tech ..	Certificate of Accomplishment	39	68	62	57	63	51
		C3	Emergency Medical S...	Certificate of Achievement				1		
		CT	EMT (Basic) Refresher	Certificate of Accomplishment	28	25	30		27	16
Duplicated	Emergency Medical Services	AS	Emergency Medical S...	Associate in Science	2	2	4	2	4	2
		C1NA	Emerg Medical Tech ..	Certificate of Accomplishment	39	68	63	57	63	51
		C3	Emergency Medical S...	Certificate of Achievement				1		
		CT	EMT (Basic) Refresher	Certificate of Accomplishment	28	27	33		30	16
Unduplicated	Total			69	95	95	59	92	69	
Duplicated	Total			69	97	100	60	97	69	

We continue to work on students following through with their EMS degree. Two students recently advised me they were unaware of having to fill out a form through their counselor and obtain approval for their degree. Improving communication, clarifying questions for students, and clearly defining their academic pathway is imperative to increase the EMS degree accomplishment. We are also in the process of modifying the EMS degree core requisites. Hence, new courses are in the process of going to AP&P for approval that are replacing courses that are no longer offered. A reasonable goal to strive for is to increase the students' degrees earned by 50% in 2023. A new Certificate of Achievement will be added for the first graduating class of the Paramedic Program that will be in Spring of 2024.

III. Overall Emergency Medical Services Program Strengths

The AHC PSTC is blessed with a highly motivated workforce. The EMS instructional "Team" functions as a student-centered approach. As we are expanding with a much-needed paramedic program, as well as new exciting and much needed courses (EMS 306 for Spanish speaking and EMS 399: 911 Resilience Skills for First Responders as well as the Paramedic Certificate of Achievement), we have been bringing on additional personnel to work both as lead instructors and assisting in skills lab, program directors, and program assistants. We have brought on excellent experienced instructors (most currently working in the prehospital field) that share the school and program's philosophy.

EMS 102 (First Aid and Safety) remains a strong presence (2015-2016 6-yr. program) on the Main Campus with 5 classes offered, filling all of them. This course offered fulfills the GE requirements. We offer a total of 11-12 classes annually. Not only do these students fulfill a GE for their degree but many of these students become aware of other EMS programs and enroll in many of them. Also, many of these students change degree goals and attend the EMS academy. Finally, these students are now trained in First Aid, CPR and become a trained CERT (Community Emergency Response Team) member that is now prepared to respond and assist their community when a disaster strikes.

The EMS Wilderness First Responder Course (EMS 307) continues to run every fall. This course remains an optional course for the EMS degree and continues to be a well-attended course pre-COVID, that remains at our PSTC 80-acre facility. On the grounds we can go into the back wooded area to create shelters, utilize compass training and manage injuries both in the field or in the EMS lab on Building 5. This new facility is ideal for really teaching in the "wild." Student enrollment has declined in the past 2 years since the start of COVID. The decision to change it to Spring was discussed and Spring is more applicable as the days are longer and backpacking summer season would follow this course. EMS 307 will be offered in the Spring of 2023.

EMS Academy (EMS 301) continues to thrive. Applications continually are over the accepted numbers and students are selected on a point matrix. The fire academy students are encouraged to attend the EMS academy first, as all firefighters must have the most basic, their EMT-basic Certification. During the EMS academy, we are also able to allow students to attend PT workouts with the Fire academy, which allows students to better prepare for the physical demands of fire academy. John Cecena, as well as Leonard Champion, approach our class about the Fire Academy and what is expected of them. These students enter the Fire academy much more prepared and set up for success. Our EMS academy students also volunteer with the Law Enforcement programs as victims. LE students volunteer as victims for CERT. The collaboration and introduction into the world of EMS and LE merges.

Expanding academics: Paramedic, Advanced Certifications (ACLS (Advanced Cardiac Life Support), PALS (Pediatric Advanced Life Support), PHTLS (Prehospital Trauma Life Support). We have been sending staff to instructor courses under our new training Center to build up our pool of instructors. All programs require a 6:1 student, instructor ratio.

IV. Emergency Medical Services Program Struggles

1. National Registry pass rates: EMS 301 (EMT-Basic Academy) National Registry of Emergency Medical Technicians (NREMT) statistical pass rates are improving. Looking at the pass rate from 2016-2020 was at 60%. With the changes in academic format of the academy including the book and homework online the past two semesters the pass rate has jumped to 75%. Our goal for the next 6-year program review is 80%. What are the obstacles to reaching this goal? A. The student population is diverse with many students entering that did poorly in lower education math and English. The student population, when questioned in a survey, stated they read little to no books since high school. English is recommended but not listed as a prerequisite. Academia has changed removing the lower-level English and math from credited courses. This will be a topic of discussion in the next advisory committee meeting. Our population is diverse with many that are the first to attend college. Our goal is to empower them to be successful and not exclude them from these weaknesses. However, we must find the balance to set them up for success.

2. Drop rates in EMS 102. There are two-time ranges when students drop from EMS 102. The first is after receiving their financial aid. However, this was appreciated by the financial support administration, and penalties were created to avoid this drop rate. With these penalties the drop rate has diminished by a significant amount. The other drop timeline was toward the end of the semester when their paper was due. Changing the requirement to submit a rough draft, going to the writing center and utilizing turn-it-in for plagiarism as well as the program "Grammarly" has significantly improved the students' papers and with that the drop rate at this late in the semester is less than 5%.

3. Low census in DE courses in which both are required for the EMS degree as well as a cross reference with a Fire AS degree course. Low census in new courses such as the Anatomy and Physiology for Prehospital Care which is a prerequisite for our paramedic program. We will be reviewing other programs, courses taught that are in the body of a degree or certificate or are a prerequisite. Once this is collected to see if the courses, we

offer can be advertised to capture students that live in and outside of the local area. Another option is to restructure or rebuild courses that will fulfill our students and degrees as well as others looking for these specific around the state or country. This is an area that is expanding, requires less staffing and overhead once courses are created.

V. Emergency Medical Services Program Effectiveness

Degrees & Certificate of Achievements Offered:

- EMS, Associate in Science
- EMS, Certificate of Achievement (EMS 301- EMS Academy, EMT-Basic)
- EMS Paramedic, Certificate of Achievement
- Emergency Medical Services: Advanced Cardiac Life Support - Certificate of Accomplishment.
- Emergency Medical Services: Emergency Medical Technician 1 Basic Refresher - Certificate of Accomplishment
- Emergency Medical Services: First Responder Update - Certificate of Accomplishment

VI. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

Human: Teaching American Heart Association courses the ratio must be with experienced staff, 8 students: 1 instructor. In the title 22 state regulations, we must have a ratio of students: Staff to be at 6:1.

Instructional Faculty:

- As stated previously we are bringing PTF and IAs on board. Many are working FT in their field (EMT, EMT-Paramedic, RN and MD). We have hired an Emergency Room physician to be our medical director. It is a timely process but worth the work to find the right instructors that optimize student success.

Physical:

- We continue to modify the EMS lab that is used for multiple courses (EMT academy, AHA courses, Wilderness First responder and Community Emergency Response Training (CERT). We are looking into creating the 2 "hospital" beds more realistic, observation room (for viewing the cameras we have throughout the lab and scenario village), obtaining WIFI to run our manikins and monitors in the scenarios that go onto the EVOC and in the village. The final item we are investigating is to resurface

the floors that have scuffs that currently are not removable.

- The paramedic program skills lab will be moving into the Environmental lab (ideal as the lab is minimally used at this time).

Technological:

- EMS Academy(s): Basic and Paramedic. LVC5-131 is the main lecture room that can sit 40. It has a smart podium as well as 2 added large screen screens that have an H___? Cable to interface with laptops. One was placed on both sides of the classroom for student utilization for sharing data with others in a variety of scenarios most commonly in student teach back to the classroom.
- LVC5-134 is the primary lab that is utilized for a great diversity of courses: EMS 301 (Basic Academy), EMS 102 (Cert field training), EMS 306 (BLS Courses), EMS 317 (Wilderness First responder), EMS 413 (EMT Skills refresher) and more. We also share the lab with fire Tech, as well as SBCo Fire (whom has a contract with AHC), if available. This lab has an ambulance in the bay, 2 beds that simulate a hospital ED bed, 2 smaller rooms for storage of frequently used equipment as well as a layout with monitor to observe students that are around our newly placed cameras. These areas include the lab bay, the ambulance in the lab, and multiple movable cameras in the scenario villages. The smart podium and projector have been replaced and are functioning well.
- EMS equipment is being updated and / or replaced with modern appropriate equipment. These acquisitions have and are being gained through Strong Workforce, and grants. Some items were donated from local prehospital programs as well as local hospitals. This has allowed our EMS programs to run skill training and scenarios with modern equipment that is currently being utilized with our county's protocols and programs. There is still more equipment needed as medicine and equipment use and management is dynamic.
- Our ambulances are getting older. With our excellent team of apparatus equipment maintenance run by Michael Cottam, the ambulances continue to run smoothly and safely. In 2021, one of our ambulances while being driven for maintenance struck a deer and was totaled. Through the assistance of our PSTC director, David Whitham, we found funding and obtained a used ambulance which was running up to par and restocked to the EMS program needs to be operational and in-service with our academy training. LE is also using the ambulances during many of their EVOC training. Collaboration and shared equipment with strong coordination enabled multiple programs to benefit.

Fiscal:

Paramedic:

Query View	Budget Quick Query							
Fiscal period start date	07/01/2022							
Fiscal period end date	06/30/2023							
As of Date	09/22/2022							
Currency	USD							
Query Parameters								
Chart of Accounts	1	Allan Hancock JCDD						
Fund	110001	Unrestricted Fund						
Organization	BFS	Fire/ENVT/EMS						
Account	All							
Program	125100	Paramedic						
Activity	All							
Location	All							
Include Revenue	No							
Commitment Type	All							
Account	Account Title	Internal Account Type	Internal Account Type Title	Adjusted Budget	Year to Date	Commitments	Available Balance	
431000	Instructional Supplies	70	Direct Expenditures	205.77	0.00	0.00	205.77	
452000	Office/Operational Supplies	70	Direct Expenditures	2.82	0.00	0.00	2.82	
511500	Service Contracts (Businesses)	70	Direct Expenditures	3,300.00	0.00	0.00	3,300.00	
532000	Software License/Subscription	70	Direct Expenditures	5,500.00	0.00	0.00	5,500.00	
566500	Software Maintenance Agreement	70	Direct Expenditures	2,000.00	0.00	0.00	2,000.00	
567500	Technology Hosting Services	70	Direct Expenditures	2,179.38	0.00	0.00	2,179.38	
575000	Misc Operating Expenses	70	Direct Expenditures	50.00	0.00	0.00	50.00	
641000	Equipment	70	Direct Expenditures	15,230.35	0.00	0.00	15,230.35	
Report Total (of all records)				28,468.32	0.00	0.00	28,468.32	

Working with PSTC administration, we have been able to find funding through various sources, Strong Workforce, grants and more.

EMS:

Query View	Budget Quick Query							
Fiscal period start date	07/01/2022							
Fiscal period end date	06/30/2023							
As of Date	09/09/2022							
Currency	USD							
Query Parameters								
Chart of Accounts	1	Allan Hancock JCDD						
Fund	110001	Unrestricted Fund						
Organization	BFS	Fire/ENVT/EMS						
Account	All							
Program	125000	Emergency Medical Services						
Activity	All							
Location	All							
Include Revenue	No							
Commitment Type	All							
Account	Account Title	Internal Account Type	Internal Account Type Title	Adjusted Budget	Year to Date	Commitments	Available Balance	
110000	Academic Instr Salaries Reg Lo	60	Labor	49,032.80	9,806.76	0.00	39,227.04	
121000	Academic Non Instr Req Load	60	Labor	32,689.20	6,537.84	0.00	26,151.36	
131000	Part Time Faculty Instr/Subs	60	Labor	0.00	13,075.54	0.00	-13,075.54	
132000	Academic Instr Salaries Overloa	60	Labor	0.00	1,412.02	0.00	-1,412.02	
143000	Academic Non Instr Overload	60	Labor	0.00	2,400.00	0.00	-2,400.00	
222000	CSEA Instructional	60	Labor	36,450.00	0.00	0.00	36,450.00	
241000	Classified Hourly/Sub Instruction	60	Labor	0.00	6,673.24	0.00	-6,673.24	
310000	Academic Instructional STRS/ID	60	Labor	15,609.09	4,914.23	0.00	10,694.86	
313000	Management/Academic Nonins	60	Labor	0.00	458.41	0.00	-458.41	
321000	Academic/Classified Instr PERC	60	Labor	3,310.79	482.37	0.00	2,828.42	
331000	Acadmic/Classifd Instr FICA-Soc S	60	Labor	2,368.40	183.29	0.00	2,185.11	
335000	Acadmic/Classifd Instr FICA-Medi	60	Labor	1,738.88	516.78	0.00	1,222.10	
337000	Mgmt/Academic Nonlnstr FICA	60	Labor	0.00	30.96	0.00	-30.96	
341000	Academic/Classified Instr Hlth&	60	Labor	19,770.28	2,923.70	0.00	16,846.58	
351000	Academic/Classified Instr SUJ	60	Labor	599.62	178.30	0.00	421.32	
353000	Management/Academic Non In	60	Labor	0.00	10.70	0.00	-10.70	
361000	Academic/Classified Instr Wrks	60	Labor	1,000.16	297.42	0.00	702.74	
363000	Mgmt/Academic Nonlnstr Work	60	Labor	0.00	17.82	0.00	-17.82	
431000	Instructional Supplies	70	Direct Expenditures	242.00	0.00	0.00	242.00	
431100	Instr Supplies/Material Fees	70	Direct Expenditures	16,589.70	4,124.15	263.05	12,202.50	
452000	Office/Operational Supplies	70	Direct Expenditures	1,305.00	206.56	293.44	805.00	
521000	Travel - All Travel Costs	70	Direct Expenditures	143.62	0.00	0.00	143.62	
522000	On-Site-Prof. Develop/Vebinars	70	Direct Expenditures	240.00	0.00	0.00	240.00	
532200	Software License/Subscription	70	Direct Expenditures	235.00	0.00	0.00	235.00	
565000	Repairs (Labor/Diagnostic)	70	Direct Expenditures	1,075.00	0.00	0.00	1,075.00	
569000	Equipment Rental	70	Direct Expenditures	230.00	0.00	0.00	230.00	
582000	Program/BokandPsa TststPoks	70	Direct Expenditures	30.00	0.00	0.00	30.00	
641000	Equipment	70	Direct Expenditures	611.62	0.00	0.00	611.62	
Report Total (of all records)				189,272.16	54,250.09	556.49	134,465.58	
Query View	Budget Quick Query							
Fiscal period start date	07/01/2022							
Fiscal period end date	06/30/2023							
As of Date	10/03/2022							
Currency	USD							
Query Parameters								
Chart of Accounts	1	Allan Hancock JCDD						
Fund	121034	Lottery-Restricted						
Organization	BFS	Fire/ENVT/EMS						
Account	All							
Program	125000	Emergency Medical Services						
Activity	All							
Location	All							
Include Revenue	No							
Commitment Type	All							
Account	Account Title	Internal Account Type	Internal Account Type Title	Adjusted Budget	Year to Date	Commitments	Available Balance	
431000	Instructional Supplies	70	Direct Expenditures	4,776.45	946.85	481.65	3,347.95	
Report Total (of all records)				4,776.45	946.85	481.65	3,347.95	

VII. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses, or the program based on these

data.

EMS1	Demonstrate the skill set necessary for a successful career in Fire Service, Environmental Technology, and/or Emergency Medical Services.	6,126	841	88%
EMS2	Show knowledge of federal and state laws, regulations and codes pertaining to safety and efficiency in all risk emergencies and scenarios pertaining to fire, safety, and/or medical services.	8	22	27%

EMS1 has an 88% met the standard however this outcome is vague will be revised to focus specifically on EMS (excluding Fire Services and Environmental Technology)

EMS2 has not been utilized as the EMS program guidelines are set from a national and state standard. Testing students and completing the course is a demonstration of the Federal guidelines knowledge. However, working in this state, EMT's are required to follow the state and county protocols.. This PLO will be revised to clearly state this. EMS 199 is a curriculum that can be modified through curriQunet to be utilized to update EMS personnel on current or updated county and state policies and procedures.

EMS Courses Student Learning Objectives

EMS 102	SLO1 - Demonstrate proficiency in performing all First Aid/CPR/AED and CERT skills.
EMS 130	<p>SLO1 - Use emergency management terminology as it relates to the task of interfacing with multiple emergency management agencies.</p> <p>SLO2 - Summarize the roles, responsibilities, and networking of local, tribal, state, federal, citizens, individuals, and organizations in emergency management.</p> <p>SLO3 - Identify and explain the five phases of emergency management activities.</p>
EMS 199	SLO1 - Show knowledge of federal and state laws, regulations and codes pertaining to safety and efficiency in all risk emergencies and scenarios pertaining to fire.

	SLO2 - Demonstrate the skill set necessary for a successful career in Fire Service, Environmental Technology, and/or Emergency Medical Services.
EMS 300	<p>SLO1 - Demonstrate the ability to successfully navigate through and perform the basic functions required of the EMS 301 Basic Academy Blackboard site.</p> <p>SLO2 - Identify and cite the fundamental requirements of all aspects in the Standard Operating Procedures (SOP's) of the EMS 301 Basic Academy.</p>
EMS 301	<p>SLO1 - Identify the cognitive materials and the proper tools and equipment to be used in patient care and assessment.</p> <p>SLO2 - Demonstrate all required manipulative skills using the formulary prescribed by both the National Registry of EMTs and the CA EMS Authority.</p>
EMS 306	<p>SLO1 - Perform effective and safe CPR, AED and resuscitation skills.</p> <p>SLO2 - Perform course-taught performance skills.</p>
EMS 307	<p>SLO1 - Demonstrate appropriate methods dressing and bandage wraps.</p> <p>SLO2 - Identify the safe and appropriate methods of water rescues.</p>
EMS 309	SLO1 - Define the kinematics and mechanism of injury involving trauma patients.

	<p>SLO2 - Demonstrate the concepts of airway management and spinal immobilization.</p> <p>SLO3 - Describe the anatomy of the respiratory and cardiovascular system as it pertains to the injured patient.</p> <p>SLO4 - Demonstrate basic and advanced life support treatment modalities for the trauma patient.</p>
<p>EMS 319</p>	<p>SLO1 - Define and describe defensive considerations associated with biological, nuclear, incendiary, chemical, and explosive incidents.</p> <p>SLO2 - Describe appropriate multi-casualty response mitigation with regards to terrorist incidents and make appropriate notifications.</p> <p>SLO3 - Describe command and control issues associated with crime scene activities.</p>
<p>EMS 321</p>	<p>SLO1 - Define anatomy of the respiratory and cardiovascular system and the pathophysiology of respiratory and cardiac emergencies.</p> <p>SLO2 - Describe the use of noninvasive airway adjuncts and concepts/mechanics of both noninvasive and invasive airway control.</p> <p>SLO3 - Demonstrate basic and advanced life support emergency treatment modalities; the concept of electrical therapy and the actions, doses, indications and contraindications of ACLS drugs.</p>
<p>EMS 322</p>	<p>SLO1 - Evaluate the signs and symptoms of various medical and trauma related pediatric emergencies and perform a physical assessment of injured child and/or infant.</p>

	<p>SLO 2 - Demonstrate ability to perform CPR on children/infants; including the administration of an AED and control severe bleeding.</p> <p>SLO 3 - Demonstrate basic and advanced life support emergency treatment modalities for children/infants.</p>
<p>EMS 401</p>	<p>1. SLO1 - Demonstrate skills and knowledge that render emergency care and perform lifesaving practices at a basic life support level.</p> <p>SLO2 - Demonstrate skills and knowledge learned via written and manipulative proficiency testing to requalify for Emergency Medical Technician 1 (Basic) certification.</p>
<p>EMS 413</p>	<p>SLO1 - Describe didactic and manipulative skills required for EMT-1 Basic recertification.</p>

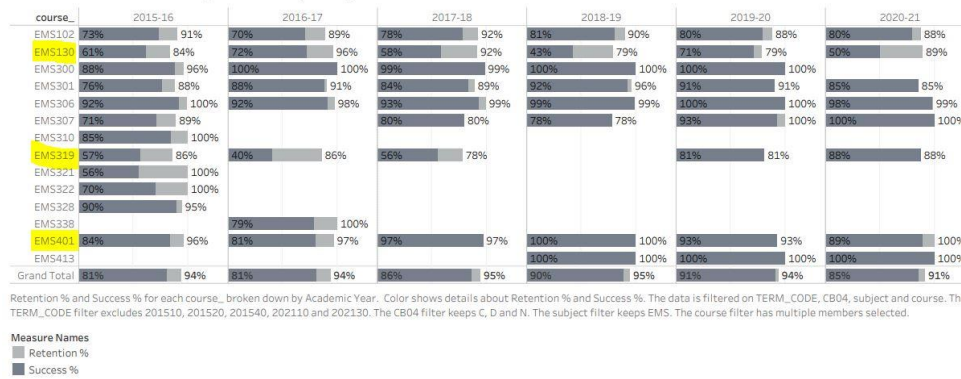
The graduate of the Associate in Science for Emergency Medical Services degree/transfer will be able to:

Sit for the NREMT written testing. The skills testing portion is completed in the AHC program (We are an approved National Registry testing site). Once the student has successfully passed the NREMT written exam they are eligible to work in the field as an EMT. This is commonly used in the 911 system working as a firefighter or EMT in an ambulance or other fields such as in a hospital Emergency room, school system and more.

Acquiring your national registry EMT-Basic Certification also enables the student to apply for a more advanced EMT school such as the EMT-Paramedic. This is the program that will start at AHC in the fall of 2023. Salaries are better, job availability is greater which means developing and starting a paramedic program. We are offering the gold standard for students in our community as well as developing paramedics that live and stay to join our workforce that is critically short.

VIII. Distance Learning (If applicable):

1 Retention & Success by academic year by course EMS



Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

The DE courses we offer are EMS 401 (EMT-1 Basic) refresher, EMS 319 (EMS Response to Terrorism) cross-listed with FT 319 and EMS 130 (Emergency Management). EMS 319 and EMS 130 tend to fill. Both courses are part of the degree in EMS. These courses can be difficult to fill, however they have been more consistently increasing enrollment and the retention is high (90-95%). These courses are self-paced to slight deviations incorporating discussion boards and other engaging activities. The most difficult course to fill is the EMS 401. Solutions and positive trends are creating flyers (sending out to past students), utilizing AHC text messaging and emails. This has had a positive effect on filling courses.

Other courses that are currently set as "live" will be submitted to CurriqNet to run as DE. During COVID-health priorities allowed "Live" courses to run as a DE as an emergency mode (Temporary). After experiencing running portions of courses in this mode it became apparent that having the listing as DE we have the flexibility to have portions that can be on zoom and parts live. Other courses such as EMSP 300 (a prerequisite for the paramedic program) could be taught in a DE format allowing more to attend.

IX. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

Understanding the population diversity (with data collection) that we have at AHC enables us to focus on areas that we improve. North SB County has a high Hispanic population. Many of our students are first-time college students. We get many that are starting college while in H.S. as well as many that have opted to attend college to change or develop a career in EMS. This student population has a lower socio-economic status than our South County as well as the population entering the university level. This awareness requires us to modify to set them up for success.

What roads to success are the EMS programs utilizing? A strongly integrated structure is essential to help meet the needs of our diverse student population. We include student support services, teaching innovations and techniques and COLLEGE NOW courses.

The student support services are essential for student success. Representatives from LAP, Writing center, Counseling. Staff begin the courses by navigating AHC home page and all the student resources (many never knew were available). Canvas is reviewed as well with a handout that is also uploaded into their canvas files. Often, all these resources can be overwhelming. Maintaining an ongoing relationship with EMS staff to these student services department's staff enables the students to get current and relative material for their success.

Teaching innovations is another critical component to the student's success. We have changed our techniques to a "flipped classroom." A flipped classroom is structured around the idea that lecture or direct instruction is not the best use of class time. Instead, students encounter information before class, freeing class time for activities that involve higher order thinking. Understanding that there are different learning styles teaching must incorporate these styles for all students to be successful. We have changed homework in the EMS 301 academy utilizing Jones and Bartlett book and homework. This program utilizes all learning styles so the students can have options on how they learn. This does not occur over night as these flipped classrooms take a significant amount of time on the front-end to be prepared. We are already seeing passing rates on national registry testing improve with these changes. We have also acquired new equipment in the classroom, two large screens for students to link their laptops (or one we offer) for presenting team projects.

College Now is a program that enables high school students to take college courses. We have many students that attend the EMS 102 that are currently H.S. students. They are consistently the population that attends regularly, performs academically in the top 20% and often take additional courses in EMS. We will be beginning College Now courses in the Spring of 2023 at Orcutt Academy and have initiated this discussion and opportunity to run this same course at Ernest Righetti HS. The course we selected is EMS 102. It is an excellent introduction to EMS learning first aid, safety, disasters, federal program community training called C.E.R.T. (Community Emergency Response Team). We have been working with Tom Lamica and school administration. Equipment, staff, scheduling, rooms are in the final developmental stages in preparation for the first class in the Spring of 2023. This course was brought forward to introduce to students the field of Emergency Medical Services (EMS) as well as prepare them for attending the EMS 301 Basic EMT Academy. This is an excellent way to expose young adults or adolescents to this career opportunity. We are excited to move in this direction.

Student Success

1 Retention & Success by academic year by course EMS

course_	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
EMS102	73%	91%	70%	89%	78%	92%	81%	90%	80%	88%	80%	88%
EMS130	61%	84%	72%	96%	58%	92%	43%	79%	71%	79%	50%	89%
EMS300	88%	96%	100%	100%	99%	99%	100%	100%	100%	100%		
EMS301	76%	88%	88%	91%	84%	89%	92%	96%	91%	91%	85%	85%
EMS305	92%	100%	92%	98%	93%	99%	99%	99%	100%	100%	98%	99%
EMS307	71%	89%			80%	80%	78%	78%	93%	100%	100%	100%
EMS310	85%	100%										
EMS319	57%	86%	40%	86%	56%	78%			81%	81%	88%	88%
EMS321	56%	100%										
EMS322	70%	100%										
EMS328	90%	95%										
EMS338			79%	100%								
EMS401	84%	96%	81%	97%	97%	97%	100%	100%	93%	93%	89%	100%
EMS413							100%	100%	100%	100%	100%	100%
Grand Total	81%	94%	81%	94%	86%	95%	90%	95%	91%	94%	85%	91%

Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter excludes 201510, 201520, 201540, 202110 and 202130. The CB04 filter keeps C, D and N. The subject filter keeps EMS. The course filter has multiple members selected.

Measure Names
 ■ Retention %
 ■ Success %

Program Demographics

2 Program Demographics EMS

Choose individual course via filter or see Appendix A for full demographic course details

COURSE_
All

Age Category	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 20	155	16.2	157	17.9	147	15.9	195	22.9	205	20.0	118	15.0
20-24	256	24.2	250	27.6	247	28.9	218	26.3	212	21.4	133	17.2
25-29	102	8.0	97	9.1	87	7.1	84	8.8	65	6.0	41	5.8
30-34	56	3.1	39	2.8	37	3.8	32	2.8	32	1.6	18	1.7
35-39	36	3.8	31	2.8	24	1.5	19	1.9	26	2.0	14	1.1
40-49	27	1.6	28	3.0	31	2.1	13	0.9	20	1.7	12	1.2
50+	28	1.5	17	1.3	11	0.3	9	0.8	7	0.3	6	0.4

ETHNICITY	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	15	1.1	10	0.8	10	0.8	11	0.5	11	0.7	5	0.7
Black	26	2.5	18	1.7	15	1.3	14	1.3	9	1.0	4	0.3
Filipino	13	0.8	12	0.9	22	1.6	12	2.1	18	1.8	11	1.1
Hispanic	350	28.8	330	29.9	299	28.6	275	29.2	250	22.9	141	14.7
NativeAm	10	0.7	10	0.6	13	1.3	14	1.6	19	1.3	8	1.1
Other			1	0.1							1	0.1
PacIsl	3	0.2	3	0.2	2	0.1	3	0.4	6	0.5	6	0.4
White	235	24.1	225	29.7	218	25.8	237	29.3	241	24.0	160	23.1

	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	386	28.6	341	27.7	330	26.2	311	26.8	289	21.1	180	18.6
Male	266	29.6	266	35.8	246	33.1	250	37.2	260	30.6	154	23.0
Unknown			2	0.4	3	0.2	5	0.4	5	0.5	2	0.0

	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time	75	7.6	70	6.9	62	6.7	92	10.4	106	10.7	54	6.4
First Time Transfer	33	3.7	33	4.5	39	3.4	35	4.7	34	2.5	19	3.2
Continuing	452	39.5	447	45.3	411	41.4	388	42.6	358	32.7	235	29.5
Returning	92	6.1	74	6.5	76	7.3	57	5.4	72	5.1	26	2.0
Special Admit	13	1.3	8	0.8	10	0.7	13	1.2	13	1.2	7	0.6
Unknown			1	0.0								
Grand Total	652	58.2	609	63.9	579	59.5	566	64.4	554	52.2	336	41.6

2 Demographics Allan Hancock College Credit

Age Category	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Under 20	4,528	2,759	5,805	3,105	6,308	3,155	6,018	3,326	7,482	3,583	6,828	3,029
20-24	6,054	3,341	5,700	3,398	5,460	3,190	5,057	3,070	4,867	2,853	4,251	2,441
25-29	2,555	1,118	2,440	1,255	2,395	1,212	2,071	1,101	2,060	1,089	1,831	986
30-34	1,533	528	1,379	578	1,327	556	1,173	560	1,130	507	1,109	550
35-39	969	292	924	357	891	328	758	319	844	342	706	296
40-49	1,262	356	1,042	379	1,040	384	801	328	874	324	732	306
50+	966	248	789	227	676	210	608	189	583	185	447	151

ETHNICITY	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Asian	582	275	512	264	469	214	386	186	378	187	280	140
Black	673	359	583	326	555	278	459	259	491	278	437	232
Filipino	473	292	483	309	462	269	450	305	488	259	405	234
Hispanic	8,196	4,670	8,206	4,873	7,475	4,482	6,604	4,071	7,536	4,047	6,704	3,456
NativeAm	263	133	307	144	348	167	358	198	360	190	325	164
Other	2	0	4	1	5	2	2	1	2	1	2	1
PacIsl	97	50	119	62	141	62	131	74	167	81	128	62
White	6,728	2,862	7,016	3,146	7,819	3,541	7,236	3,751	7,129	3,648	6,533	3,319

	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Female	8,360	4,479	8,768	4,922	8,937	4,913	8,454	4,877	8,777	4,837	8,274	4,467
Male	8,643	4,159	8,340	4,181	8,126	4,049	7,027	3,916	7,521	3,767	6,316	3,053
Unknown	3	2	109	23	181	51	121	52	228	88	209	88

	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
First Time	2,920	1,185	2,777	1,194	2,562	1,089	2,666	1,240	2,620	1,189	2,263	995
First Time Transfer	2,634	616	2,111	541	2,352	656	1,766	564	1,540	447	1,312	380
Continuing	10,178	5,991	10,502	6,487	9,986	6,305	9,576	6,120	9,325	5,977	8,237	5,234
Returning	3,196	675	2,277	551	2,382	539	1,964	496	2,231	504	1,926	495
Special Admit	935	173	2,260	353	2,578	424	2,281	425	3,521	574	3,288	505
Unknown	6	2	4	0	1	0	1	0	2	0		
Grand Total	17,004	8,641	17,217	9,126	17,235	9,014	15,597	8,845	16,523	8,691	14,794	7,608

Demographic trends for the EMS courses are consistent with the total demographics of AHC. Age 20-24 being the highest number of students. To attend the EMS Academy and the future paramedic program the student must be at least 18 years old. Bringing courses to the High schools will change our demographic profile as well as allow exposure and courses that are excellent to prepare students for the Academy. This opens up opportunities where they can enter the work force upon completion of the academy and passing the national registry exam, in the very community they often grew up in.

Equity & Outcomes

Retention data continues to support our program's structure enabling students to stay in and complete the course. Feedback from students following each course has been a critical component in modifying the course layout, setting them up for success. Mandated guidelines taught incorporating innovations in teaching coupled with state-of-the-art smart classrooms are dynamic. Including the students into this creative stream has been the tipping point to high retention and success.

There is a higher enrollment for women in our EMS programs vs the collective school's enrollment. We have worked on opening doors for females in this field over the past 6 years. We will continue to strive for equity for all populations and as data comes in focus our support for these underrepresented populations. (See above graph (program demographics))

XII. Student Data Summary

Positives

- (1) Students reported highly satisfied when questioned about contribution towards your intellectual growth at 97%.
- (2) They voiced highly satisfied (91%) with the clarity of course goals, learning objectives
- (3) the feedback and assessment of progress toward learning objectives (91%).

Based on the questionnaire the students reported that their attitude about the EMS program improved (75%) with 25% staying the same. 100% recommend attending courses in EMS. The majority of students completing these questionnaires are from the EMS 102, a GE course. 30% contributing to this data collect were from the EMT Academy. We appreciate students that have an affinity, interest in EMS, and encourage them to attend the EMT Academy (EMS 301). This has been an excellent opportunity to share what the EMS field can offer for a career that you can enter after attending the EMT Academy and passing the required National registry testing. 12-20% of students that have completed the academy 12-20% continue to attend the fire academy. More are now awaiting the start of the paramedic program. Offering all these courses and certification has been our goal. To offer the goal standard to enable both students and build our pool of local EMS / Fire personnel in our community. This format has increased the number of students now seeking and achieving their A.S. in EMS.

Negatives

Three areas that scored less than 75% in highly satisfied we will explore.

(1) The first receiving our lowest score with 71% reporting highly satisfied is Q2_2 (18% someone satisfied and 12% neither satisfied nor dissatisfied. The question: The way textbooks and other materials used in courses within the program help me learn. Feedback from survey monkeys offered after each EMS 301 reported the issue of utilizing a program with Pearson and homework related to the book used during the course. Many questions were written incorrectly, the program would not retain their grades or send to canvas. Students tend to learn through multiple avenues, reading, lecture, illustrations, and video and teach backs in class. This program did not meet the needs as well as the cost. I opted to change books, companies (now Jones and Bartlet) and the online homework. Feedback is with data for the next 6-year assessment however, the change is noted to improve testing, improve comprehension and lessened time online to complete work without a negative effect on students' absorption of material. Many students work FT while in the EMT Academy. This is another positive from a negative that came with the change. They have more time. More time to review, more time to sleep, more time to meet with other students and study.

(2) Advise about the program from counselors scored 67%. 7% were highly dissatisfied. This too has been addressed from both the EMS instructional end and from the drive on the Counselors side to improve understanding about the EMS programs. There was a huge deficit in this knowledge base without question. Within the past year, I have met with counselors (primarily on zoom as it was during COVID) to talk with counseling, local school staff from junior HS to senior HS about what we offer at AHC and what is available to offer at the precollege level of education. We attend HS events at their campus, bringing EMS students to demonstrate some of their skills (that the students can also perform) and share their experiences as a EMS Students and answer further questions they might have. We created ppt's and handouts that broke down the programs, costs, jobs related, length of time and degrees. This

improvement of working with counseling has significantly improved the guidance for students seeking to enter the world of EMS and perhaps seek a degree on top of the trade skills and certifications that can be obtained.

(3) Q2_14 Focused on canvas. Presentation of classes via college's Canvas course management system. 72% reported highly satisfied. 22% somewhat, 3 % neither and 3% somewhat dissatisfied. The 3 on-line courses we offer are structured at your own pace. Content was obtained from older books, even older videos that did not demonstrate the changes that have occurred in the field. How students were evaluated was predominately written paper and summaries. This was addressed when a new PTF staff member came on board to take over 2 of these courses. A plan was discussed and laid out to develop a more interactive online course. Interactive discussions were added each week for students to get engaged, share

X. Trend Analyses/Outlook

Interpret graphs based on data and describe where the program is going/growth etc.

The goal is to retain students to have them come back to fulfill all their basic and advanced certifications that are now the gold standard in the national and local EMS industry. Paramedicine alone or Fire fighter Paramedic. The obvious goal from there is for these students to obtain not only Certificates of achievement but obtain an EMS A.S. or Fire A.S. or both. A one stop shop. Developing these EMS personnel in our community tends to keep them in our community.

XI. Currency and Relevancy of Current Curriculum

Are they relevant to standards today in EMS

In the world of Emergency Medical Services, it is imperative to stay current. Courses related to certifications such as EMS 301 (EMS Academy, EMT-1 Basic) currently are guided by the governing body of accreditation (COAEMSP) utilizing Title 22. Compliance to National, state and county standards is mandated to maintain the programs accreditation.

EMS 102 (First aid and Safety) also has required guidelines set by Federal Emergency Management Agency (FEMA) as well as American Heart Association (AHA). When papers on disasters are required past and current disasters are presented which enable students to understand relevance related to environmental changes, state, county and international capabilities and what we have learned and developed to respond to the complexity of saving human and animal lives.

The advisory committee is a critical component of guiding the relevancy of our courses that help fulfill the needs of our community.

XII. Long-Term Program Goals and Action Plans (Aligned with the College Educational Master Plan)

Link <https://www.hancockcollege.edu/planning/docs/Educational%20Master%20Plan%20-%202020-2026.pdf>

Mission Statement Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results.

As discussed in other questions in this Review, the long-term goal is to fulfill the needs of our community. We are offering students a truly special education, enviably a career, in the world of Emergency Medical Services. With our diversity many students are first time college members of their family. This is a career choice many did not know they could enter. We open doors. EMT is also a required certification to become a firefighter. This makes both programs (FIRE and EMS) at AHC a collaborative wholeness that fulfills their needs to move directly into a career. Bringing in excellent staff, utilizing the state-of-the-art PSTC coupled with the school's mission to foster a culture of equity and diversity leads to success. A community college is exactly that. For our community.

XIV. Comprehensive Program Review & Annual Update

Last year's annual update

<https://hancockcollege.sharepoint.com/sites/Groups/other/ProgramReview/Program%20Review%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FGroups%2Fother%2FProgramReview%2FProgram%20Review%20Documents%2FAcademic%20Affairs%2FEMS%20PRAU%202021%2Epdf&parent=%2Fsites%2FGroups%2Fothe%2FProgramReview%2FProgram%20Review%20Documents%2FAcademic%20Affairs>

XV. Committee Membership (if needed)

John Cecena, FTF , FT

Ken George, FTF, LE

Mitch McCann, Assistant Dean, PSTC

Implementation of Assessment

Responsibility for implementing the assessment lies with the entire department as well as agencies that our students (in the EMS Academy) will be working with to complete their EMT training. The number of PLO's needs to be cut back. 2 are selected a year for now as well as cutting back up to 50% of these PLO's created. Once we have minimized to a more focused group of PLO's we can assess the outcomes on a 4-5 year cycle.

Assessment Cycle

EMS Coordinator to evaluate and remove some PLO's not relevant to courses or redundant material.

Program Outcome	To be assessed in semester:	Assessment method(s):	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
PLO1	F22	Discussion Exam Submissions	EMS Staff Students	Castlebranch Online in canvas Exam by Staff	EMS Coordinator	S23
PLO2	F22, annually and when changes are presented from national or state guidelines	Skills training Staff, Program coordinator Review, written exams to students of SOP (standard operating procedures)	EMS staff, LEMSA	Current title 22, Cal State mandated guidelines, current LEMSA guidelines	EMS Coordinator	S23
PLO3	Each semester (Spring and Fall)	Written exam	EMS students	Current book in EMS Academy Ch 1, instructor instruction	EMS Coordinator	F23 This PLO will be removed.

PLO4	Each Semester	Written exams, discussions within lecture and collaboration with hospital, AMR staff and other disciplines in the PSTC collaborative trainings	Staff, students and Hospital personnel and AMR personnel. Directors of other PSTC (LE and Fire) coordinators and lead instructors	Current book, national state and LEMSA guidelines	EMS Coordinator	F23
PLO5	Each Semester (spring and fall)	Written and skill training and testing. Hospital and ambulance preceptors' evaluations. Check offs for various exposures of a variety of patients (geriatrics, infants, pediatrics, etc), NREMT testing both skills and written	EMS instructors, hospital and ambulance (AMR) preceptors / staff	Current LEMSA EMT guidelines, hospital and ambulance protocols.	EMS Coordinator	S24
PLO6	S23	Didactic and skill testing intergrated	EMS instructors, Hospital and Ambulance staff	Exp staff, mentors and preceptors	EMS Coordinator	F23
PLO7	S23	Didactic and practicum testing, NREMT testing	EMS staff	LEMSA current forms	EMS Coordinator	F24

PLO8	F23	Exams ; midterm and final, alumni feedback via survey	EMS lead instructor	Current exam material, Advisory feedback	EMS Coordinator	S24
PLO9	F23	Exam	EMS staff		EMS Coordinator	S26
PLO10	S24	Exam, practicum			EMS Coordinator	S26
PLO11	Every semester	Written exam and practicum testing	EMS Director and staff	COAEMSP and Title 22 current data	EMS Coordinator	S23 and regular
PLO12	Every semester EMS 301	Written exam, didactics and practicum practice	EMS staff	Paramedic program to expand this skill	EMS Coordinator	F26
PLO13	F24	Practicum Testing, NREMT written	EMS staff, experienced and or newly trained	Current, fully operational and trained staff for new equipment	EMS Coordinator	S27
PLO14	F24	Didactic and practicum	LE staff < Post trained, EMS trained and certified staff (** deficit)	Ambulance course set up with current trained personnel, ambulance skid car in full operating capability	EMS Coordinator	S27

- PLO1-Identify minimum qualifications and entry-level skills for an EMT-1 Basic.
- PLO2-Describe the following elements: application process; written exam process; physical agility testing; and oral interview.
- PLO3-Identify the history of EMS and the impact of culture and diversity within that history.
- PLO4-Demonstrate the role and responsibilities of EMTs as professionals in the health care system interacting with other allied health personnel.
- PLO5-Demonstrate the process for conducting patient assessments in a variety of pre-hospital situations for clients of various ages.
- PLO6-Recognize the signs and symptoms of life-threatening situations and be able to triage clients accurately, formulating and evaluating treatment plans for patients of various ages in pre hospital settings.
- PLO7-Develop, demonstrate and evaluate treatment plans for patient's forms of trauma.
- PLO8-Demonstrate the principles and practices for organizing an accident scene when an ambulance is required including: a) analyzing a multiple casualty incident (MCI) and directing resources approximately in a timely manner, and b) organizing appropriate scene response, scene size up, initial assessment, focused assessment, detailed assessment and appropriate medical care of clients of various ages.
- PLO9-Differentiate the incidence, morbidity and mortality of soft tissue injuries in trauma patients.
- PLO10-Create a treatment plan based on the patient's presenting signs and symptoms.
- PLO11-Demonstrate the ability to revise the treatment plan based on the patient's needs and changes in physical and psychosocial baselines.
- PLO12-Collect and construct a concise and detailed patient report.
- PLO13-Demonstrate competency using aseptic technique when using emergency equipment.
- PLO 14-Demonstrate the safe driving and operation of an ambulance and all related patient transfer equipment

REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES Summary

List all courses in Discipline/Program *An example has been provided on line 1 below.

Course Prefix No	CURRENT Prerequisite/Coreq/Advisory/ Limitation on Enrollment	LEVEL OF SCRUTINY (Statistics, Content Review, UC/CSU Comparison, Student Survey – list all)	RESULT (i.e., current PCA is established, should be dropped/modified or new PCA is established)	ACTION TO BE TAKEN (None, APP- Major or Minor)
EMS 149	Limitation on Enrollment	Content Review	No Change	None
EMS 300	Advisory Eng 514	Content Review	Modify to remove ENG 514	Course Review Proposal
EMS 300	Limitation on Enrollment	Content Review	No change	None
EMS 301	Prequ. EMS 300 & 306	Content Review	No change	None
EMS 301	Limitation on Enrollment	Content Review	No Change	None
EMS 301	Advisory ENG 514	Content Review	Modify to remove ENG 514	Course Review proposal
EMS 321	None	Content Review	Modify - add advisory EMS 199b or equiv.	None
EMS 322	None	Content Review	Modify - add advisory EMS 199b or equiv	Course Review Proposal
EMS 401	Prereq EMS 301 or EMT Cert	Content Review	No Change	None
EMS 401	Prereq. EMS 306	Content Review	Modify - remove prereq. EMS 306	Course Review Proposal

Note: If prerequisite or corequisite is being established for the first time, course must be modified to include entrance skills.

SECTION 6

PLAN OF ACTION

PRE-VALIDATION

**PLAN OF ACTION - PRE-VALIDATION
Six Year**

DEPARTMENT: Public Safety Training PROGRAM: Emergency Medical Services

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Improve student success passing national registry exam post course investigate resources to improve test taking skills evaluate if English 101 or other english courses should be a prereq +	SLS1, SLS2,	F23
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RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Enrollment Changes Finalize preparations for the start of F23 Paramedic program	IRI, SLS8, IR2, IR3	F23
Demographic Changes Work with EMS HS program coordinator bringing students into the EMS academy that have attended courses in H.S. +	SLS2, SLS3, SLS4, SLS5, SLS6, SLS7, E1	S23 contir +

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Curricular Changes Overhauling SLO's/ PLO's that are no longer relevant to courses	SLS1, SLS2, Gi, IR3	S23
Co-Curricular Changes Adding a course "911 for First responders" to replace Psych 127	SLS1, SLS2, SLS6-8	F23
Neighboring College and University Plans Nuture the collaboration with Ventura JC and Cuesta EMS program +	E1, G2, G3, SLS8	ongoing
Related Community Plans Expansion of EMS courses at local high schools	E1, SLS2, SLS6, SLS5	S23-24

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Facilities Expand classroom and storage for development of paramedic program. See II. Progress made...	IR2, SLS6, SLS1-2	F23
Equipment Continued equipment acquisition for EMT and Paramedic program development. See equipment program needs in II. Progress +	IR2, IR3, E1, E2	ongoing
Staffing Acquisition of new staff to fill both EMS and EMSP (F23) +	SLS2,IR1	F23

SECTION 7

VALIDATION PROCEDURES

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Academic Dean

Date: _____

From: **Susan Roehl**

We recommend the following persons for consideration for the validation team:

DEPARTMENT Public Safety Training PROGRAM Emergency Medical Services

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

Mitch McCann

(Name)

Assistant Dean

(Related Discipline/Program)

John Cecena

(Name)

FT Faculty: Fire Technology

(Unrelated Discipline/Program)

Kenneth George

(Name)

FT Faculty / LE Coordinator

(Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip
email address	

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip
email address	

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip
email address	

APPROVED: _____
Academic Dean

_____ Date

SECTION 8

EXECUTIVE SUMMARY

AND

PLAN OF ACTION

POST-VALIDATION

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

Concerns regarding the program/discipline:

2. RECOMMENDATIONS

VALIDATION TEAM SIGNATURE PAGE

Walter M. Cannon

[Signature]

Ken Gering

**PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)**

DEPARTMENT Public Safety PROGRAM Emergency Medical Services

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan**

**TARGET
DATE**

	SLS2, SLS1	S23
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RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan**

**TARGET
DATE**

Enrollment Changes		ASAP
Demographic Changes		Dec 22

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan**

**TARGET
DATE**

Curricular Changes	SLS2	ASAP
Co-Curricular Changes	N/A	N/A
Neighboring College and University Plans	SLS2	U24
Related Community Plans	E1, SLS2, SLS6, SLS5	asap

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan** **TARGET
DATE**

Facilities	IR2, SLS6, SLS1-2	Summer2
Equipment	IR2, IR3, E1, E2	ongoing
Staffing	SLS2, IR1	ongoing

**VALIDATION TEAM RECOMMENDATIONS
Disregarded or modified (if appropriate)**

REASON ACTION/CHANGE/EE

Recommendation		
Recommendation		
Recommendation		

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Susan Roehl *Susan Roehl*

Date: 11/23/2022

Date: _____

Date: _____

Date: _____

Date: _____

Reviewed:

Department Chair*

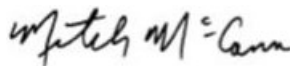


Date: 11/28/2022

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs



Date: 11.28.2022

Vice President, Academic Affairs



Date: _____








EMS THE FINAL FINAL - 6yr_

Final Audit Report

2023-01-12

Created:	2022-11-29
By:	Yvette Dorado (yvette.dorado@hancockcollege.edu)
Status:	Signed
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"EMS THE FINAL FINAL - 6yr_" History

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Signature Date: 2023-01-12 - 2:40:57 AM GMT - Time Source: server- IP address: 24.5.203.0
-  Agreement completed.
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