

PROGRAM REVIEW Fall 2021

Program: Emergency Medical Services

Division: PATH

Date: October 16, 2021

Writer(s): Amelia Blackshear

SLO/SAO Point-Person: Amelia Blackshear

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1. Material support to the Black Cultural Resource Center			XXXXXX
2. Continued to admit/ enroll a diverse class to the Fall 2021 Paramedic Training Program (PTP) cohort	XXXXX	XXXXX	XXXXX
3. Reviewed/ adjusted barriers to inclusion and equity to PTP admission requirements	XXXXX	XXXXX	XXXXX
4. Revised admission process to provide inclusion and minimize student barriers to Paramedic education opportunities	XXXXX	XXXXX	XXXXX

B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1. Lack of outreach to Black/ female students in area high schools/ EMT Programs/ communities	XXXX	XXXX	XXXXX
2. Hiring of Black Adjunct Faculty in Program Specialty	XXXX	XXXX	XXXXX
3. Develop "STOP ASIAN HATE" module	XXXX	XXXX	XXXXX
4. Lack of inclusion-based, diverse training equipment/ training lab/simulation programs	XXXX	XXXX	XXXX
5. Hiring of diverse Adjunct Faculty in Program Specialties	XXXX	XXXX	XXXX
6. Lack of hiring outreach to diverse Adjunct Faculty/ Professional Experts in Program Specialty	XXXX	XXXX	XXXX

C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
Increase Black/female student outreach in area high schools/ EMT Programs/ communities		XXXXX	XXXXX	XXXXX
Seek/ provide hiring searches/ practices to encompass/ include additional diverse Adjunct Faculty outreach to obtain underrepresented applicants	XXXXX	XXXXX	XXXXX	XXXXX
Seek clerical support personnel: fulltime classified	XXXXX		XXXXX	
Seek additional faculty/ staff to accommodate Program requirements/ needs per CoAEMSP/ LEMSAs recommendations	XXXXX	XXXXX	XXXXX	XXXXX
Review Program structure Organization/ roles	XXXXX	XXXXX		XXXXX
Review Program budget to examine professional expert staff rates	XXXXX			XXXXX
Prepare for completion of Public Safety Complex anticipated in 2023		XXXXX	XXXXX	XXXXX
Inventory, review, and update medical supplies and equipment to provide student training to meet Title 22, EMSA, LEMSAs, CoAEMSP, and NEMSAs evolving standard practices and procedures in patient assessment and treatment	XXXXX	XXXXX	XXXXX	XXXXX

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
Resource Allocation Committee	No-Failed to purchase approved IER equipment
Faculty Prioritization Hiring Committee	No- failed to hire replacement EMS faculty

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	There was no outreach in 2021, due to multiple former faculty members leaving. Current adjunct staff do not have the CAH or release time to conduct surveys and gather feedback. Lack of support personnel does not allow delegation for student outreach nor feedback. Engaged in conversations with current and graduated PTP students.
What did you learn?	Students inquire as to why there are multiple instructional staff changes/ adjustments. Students state there should be more Program staff available to students for each phase of PTP training. ie: labs, clinical rotation placement/ oversight, field placement/ clinical oversight, opportunities for additional tutoring/ psychomotor remedial training.
How will you use the feedback?	Feedback will be provided to Dean in order to hire unfilled Program support position, reevaluate Program staffing, appeal for additional staff and/ or contracted personnel to meet the requirements to maintain CoAEMSP Paramedic Training Program accreditation and EMT and EMT-P LEMSA training program approval.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The Program has suffered a drop in enrollment FTES during Fall semester of the pandemic but Spring and Summer 2021 semester enrollment, while dropped, has remained steady and may trend upward with new ISA between LPC and Project Heartbeat LLC, the reopening of clinical facilities, and ambulance providers allowing a return of field internship students, and the increased number of face to face EMS course offerings in Fall 2021.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- Did your program meet its program-set standard for successful course completion?
☒ **X** **yes** ☐ **no**
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

• **SLOs/SAOs:**

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fy7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
No PSLOs were scheduled for review in the last cycle.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. _____YES _____No

N/A

(4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

No PSLOs were up for review in last cycle.

(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

N/A

(6) List changes that you plan on making to improve student learning and address inequities.

N/A

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

N/A

(8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

N/A

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

- (1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

N/A

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

N/A

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

N/A

- (5) List changes that you plan on making to improve student learning.

N/A

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (1) List changes that you plan on making to improve student learning and address inequities.

N/A

- (2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

N/A

- (3) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____No

N/A

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

- (1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

N/A

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____%

- (3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

N/A

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

N/A

- (5) List changes that you plan on making to improve student learning.

N/A

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

N/A

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

N/A

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES __X____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates*

to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

____YES __X__No

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.

____YES __X__No

Course Name & Number

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES __X__Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES __X__No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

☒ **YES** ☐ **No**

2) Does this program represent a training need that is not duplicated in the college's service area?

☒ **YES** ☐ **No**

Please explain

Currently, Las Positas College is the only Paramedic Training Program in the college's service area. LPC has created an MOU with Lathrop Manteca Fire Department to train firefighter paramedics from San Joaquin County to meet public EMS training as there are no available programs in their area. Additionally, several fire departments, including Lodi FD, Central County FD, and SRVFPD have inquired with the EMS Division about possible ISA for paramedic training. LPC is currently working with Project Heartbeat in Oakland to create an ISA for paramedic training.

B. Advisory Boards: Has your program complied with advisory board recommendations?

☒ **YES** ☐ **No**

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

☒ **YES** ☐ **No**

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**?

☒ **YES** ☐ No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**?

☒ **YES** ☐ No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**?

☒ **YES** ☐ No

If not, what program improvements may be made to increase this metric?