

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Emergency Medical Services (EMS)

Term/Year of Review: Fall 2019

Summary of Program Review:

A. Major Findings

1. Strengths:

We put out a quality product in the students that complete the EMS courses. Diverse Instructional Cadre with student success drive.

2. Areas for Improvement:

We need to do a better job at marketing our EMS program.

3. Projected Program Growth, Stability, or Viability:

The EMS Program should see some minor growth and will remain sustainable and continue to focus on student success and the Industry Partners needs.

B. New Objectives/Goals:

To continue to live up to our program goal:

EMS Program Goal:

“The Napa Valley College EMS Program is dedicated to creating a collaborative learning environment based on mutual respect and appreciation for the diversity of life and work experiences that each student brings to the learning environment. The program seeks to facilitate learning for each student in order that he/she can become a competent entry-level EMR/EMT/EMT-P who meets the State of California Title 22 requirements and the U.S. Department of Transportation National Standards.”

Program Review Report

Fall 2019

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	EMS	
Area of Study	EMT	Paramedic
Degrees / Certificates		EMT-P: AS EMT-P: CoA
Courses	EMT 90	EMT 310
	EMT 95	EMT 311

Taxonomy of Programs, July 2019

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2016-2017	2017-2018	2018-2019	Change over 3-Year Period
Headcount				
Within the Program	216	207	196	-9.3%
Across the Institution	8,930	8,843	8,176	-8.4%
Enrollments				
EMT	222	202	194	-12.6%
EMT-90	141	129	126	-10.6%
EMT-95	81	73	68	-16.0%
Paramedic	38	41	43	13.2%
EMT-310	22	24	21	-4.5%
EMT-311	16	17	22	37.5%
Within the Program	260	243	237	-8.8%
Across the Institution	36,525	36,115	32,545	-10.9%
<i>Source: SQL Enrollment Files</i>				

RPIE Analysis: The number of students enrolled (headcount) in the Emergency Medical Services Program decreased by 9.3%, while headcount across the institution decreased by 8.4%. Similarly, enrollment within the program decreased by 8.8%, while enrollment across the institution decreased by 10.9%.

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2016-2017 and 2018-2019:

Course with enrollment increase:

- EMT-311 (37.5%)

Courses with enrollment decreases:

- EMT-95 (-16%)
- EMT-90 (-10.6%)

Enrollment in the following Areas of Study changed by more than 10% ($\pm 10\%$):

Area of Study with enrollment increase:

- Paramedic (13.2%)

Area of Study with enrollment decrease:

- EMT (-12.6%)

Program Reflection:

EMT-90 has seen a decline in enrollments over the past couple of years despite the outreach to our local surrounding high schools. We, as a program faculty, are looking at other avenues of advertisement for increased student enrollment.

EMT-95 is directly influenced by the success rate of the EMT-90 course. As we see the decline in the number of EMT-90 students successfully passing we note a decline in the enrollment in the EMT-95 course. We have been

working on the student success for EMT-90 to increase the EMT-95 course enrollment.

EMT-310 has also seen decline in qualified applicants into the Paramedic Program. We were seeing the numbers in historically around 50+ applicants and over the last couple of years there have been an approximate average of the mid-to-upper 30's. Of those applicants we have seen a lower number of them that meet the minimum qualifications for entrance. We are working with our industry partners to get the word out on the application period and the minimum qualifications for eligible Paramedic Program candidates. Additionally, we have worked to inform and educate our counseling department as to the minimum requirements for the program. This has proven successful internally but we still get applicants who have not engaged in the counseling program who apply without the minimum entry requirements.

EMT-311 is directly affected by the course completion of EMT-310 (formal didactic portion of the program). What we also have seen over the past couple of years is students that have been in the process of the paramedic program getting hired by fire departments. We have had a number of them that have found it more important to get a Fire Department job than to complete their goal to achieve a Paramedic certificate. Although we do counsel them that they can be much more employable with a higher pay scale as a fire fighter when they possess the paramedic certificate, it is difficult to persuade them to step away from a paying position as a firefighter.

2. Average Class Size

	2016-2017		2017-2018		2018-2019		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
EMT	7	31.7	7	28.9	7	27.7	29.4	-12.6%
EMT-90	5	28.2	5	25.8	5	25.2	26.4	-10.6%
EMT-95	2	40.5	2	36.5	2	34	37	-16%
Paramedic	2	19	2	20.5	2	21.5	20.3	13.2%
EMT-310	1	22	1	24	1	21	22.3	-4.5%
EMT-311	1	16	1	17	1	22	18.3	37.5%
Program Average*	9	28.9	9	27	9	26.3	27.4	-8.8%
Institutional Average*	1,474	24.8	1,406	25.7	1,313	24.8	25.1	1.2%

Source: SQL Enrollment and Course Sections Files

*Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Emergency Medical Services Program has claimed an average of 27.4 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period. The average class size in the Emergency Medical Services Program decreased by 8.8% over the past three years. Average class size at the institutional level

increased by 1.2% over the same period.

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2016-2017 and 2018-2019:

Course with increase in average class size:

- o EMT-311 (37.5%)

Courses with decreases in average class size:

- o EMT-95 (-16%)
- o EMT-90 (-10.6%)

Average class size across the following Areas of Study changed by more than 10% ($\pm 10\%$) between 2016-2017 and 2018-2019:

Area of Study with increase in average class size:

- o Paramedic 13.2%)

Area of Study with decrease in average section size:

- o EMT (-12.6%)

Program Reflection:

EMT-90 (Emergency Medical Responder – EMR) Is the course to fill. This course is the prerequisite to EMT-95 and the course where we set the foundation of all EMS learning. Recently the State of California dropped the EMR curriculum from Title 22. They replaced it with Public Safety First Aid – PSFA. With this change CalFire no longer recognizes EMR for the entry level fire fighter, only accepting PSFA. We are working through the PSFA curriculum right now to blend it into the EMR curriculum to submit to the college as well as the Napa County Emergency Medical Services Authority for approval for an EMR/PSFA dual certificate. We have recently changed books as well as CMS and find that it should be easy to blend the materials. It’s the hopes that we will once again draw those students who need PSFA for CalFire or Napa County fire back into our classroom.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2016-2017	222	264	84.1%
2017-2018	201	254	79.1%
2018-2019	182	220	82.7%
Three-Year Program Total	605	738	82%
Institutional Level	94,614	117,777	80.3%
Productivity*			
	FTEs	FTEF	Productivity
2016-2017	52.8	6.7	7.9
2017-2018	55.1	5.6	9.8
2018-2019	49	7.5	6.5
Three-Year Program Total	156.9	19.7	7.9
<i>Source: SQL Enrollment and Course Sections Files</i>			

RPIE Analysis: Fill rates within the Emergency Medical Services Program tend to be higher than fill rates at the institutional level. [Compare program-level rate of 82% to institution-level rate of 80.3% over the past three years.] Between 2016-2017 and 2017-2018, enrollments decreased at a higher rate than capacity, resulting in a decrease in fill rate. Between 2017-2018 and 2018-2019, capacity decreased at a higher rate than enrollments, resulting in an increase in fill rate.

Productivity decreased from 7.9 to 6.5 over the three-year period. The three-year program productivity of 7.9 is lower than the target level of 17.5, which reflects 1 FTEF accounting for 17.5 FTES across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.) Productivity has not been calculated at the institutional level.

**Note: Fill rates and productivity reported in the table do not include 6 Emergency Medical Services course sections offered during summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

The EMS program has been able to fill our courses and are still remaining healthy with our numbers of enrollment. As a program we would like to see the numbers for EMT-90 & EMT-95 increase and maintain 30 and 40 students in each course respectively.

EMT-310 is capped at 24 cadets directly due to California Title 22 for Paramedic Training Programs with the regulations on Clinical/Internship placements. We are required, per Title 22, to place our Paramedic Interns into clinical placement 30 days after completion of Didactic (EMT-310) and into an Internship within 90 days of completion of Clinicals.

We have been able to place the 20-24 students in an EMT-311 course with our industry partners within the time frame dictated by Title 22. Paramedic programs around the region have seen difficulty in placing interns into industry due to new employee hiring process to fill retirements and the increased workload that the EMS/Fire Industry has felt from out-of-county strike team deployments for the fire season.

4. Labor Market Demand

Economic Development Department Standard Occupational Classification Description (Code): Emergency Medical Technicians and Paramedics (29-2041)	Numeric Change in Employment	Projected Growth (% Change in Employment)	Average Annual Job Openings (New Jobs + Replacement Needs)
Napa County (2016-2026)	Not Reported	Not Reported	Not Reported
Bay Area ^A (2016-2026)	930	24.2%	348

California (2016-2026)	3,570	20.7%	1,473
<i>Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (http://www.labormarketinfo.edd.ca.gov/)</i> <i>^ABay Area counties include: Alameda, Contra Costa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County). Data not available for Napa and Marin counties for SOC 29-2041.</i>			

RPIE Analysis: For the Bay Area, the Economic Development Department projects an increase of 930 positions for Emergency Medical Technicians and Paramedics by 2026 (compared to 2016). This increase in positions translates into a 24.2% growth rate for the industry within the Bay Area (2016-2026), which exceeds the projected growth in California (for 2016 through 2026). Approximately 348 openings for Emergency Medical Technicians and Paramedics are projected each year in the Bay Area (through 2026).

Program Reflection:

We are aware that the Industry is in need of increased workforce even here within Napa County. One of the driving factors that we are seeing that is keeping the industry demand high is retirements. Local fire departments are seeing a higher rate of retirement and with this comes advancement in the ranks and the need to hire more qualified personnel. This in turn draws employees out of the private sector for the public sector jobs and creating a need.

One of the other things that is driving the industry need is the perception of pay being low for the entry level EMT/Paramedic. The cost of living for the bay area is higher than the areas outside the area and makes it hard to survive on a wage that is fairly set by union negotiations. It is found that employees will move out of Napa and surrounding areas for non-Bay Area counties and either commute or transfer to another Company/Division

B. Momentum

1. Retention and Successful Course Completion Rates

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
EMT	88.0%		X	67.6%		X
EMT-90	90.2%	--	--	65.4%		X
EMT-95	84.2%		X	71.6%	--	--
Paramedic	96.7%	X		91.0%	X	
EMT-310	95.5%	X		89.6%	X	
EMT-311	98.2%	X		92.7%	X	

Program Level	89.5%	71.5%
Institutional Level	89.8%	75.1%

Source: SQL Enrollment Files

-- Indicates a value that is within 1% of the program level value.

Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.

Bold denotes a statistically significant difference between the program-level rate and the institutional rate.

RPIE Analysis: Over the past three years, the retention rate for the Emergency Medical Services Program mirrored the institutional level. The retention rate in EMT-95 was significantly lower than the program-level rate. Other Emergency Medical Services courses (highlighted in the table) and the Paramedic Area of Study had retention rates that were significantly higher than the program-level rate. The retention rate for Emergency Medical Services falls in the 36^h percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Emergency Medical Services Program was significantly lower than the rate at the institutional level. The successful course completion rate in EMT-90 was significantly lower than the program-level rate. Other Emergency Medical Services courses (highlighted in the table) and the Paramedic Area of Study had successful course completion rates that were significantly higher than the program-level rate. The successful course completion rate for Emergency Medical Services falls in the 27th percentile among program-level successful course completion rates (across 59 instructional programs).

Over the past three years, the difference between retention and successful course completion at the program level (18%) was higher than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP). The following Emergency Medical Services Areas of Study and courses claim differences (between retention and successful course completion) exceeding 10%:

- *EMT Area of Study (20.4%)*
- *EMT-90 (24.7%)*
- *EMT-95 (12.6%)*

Program Reflection:

EMT-90: This course is the true “entry level” course for anyone who has aspirations of becoming an emergency medical technician or ultimately a paramedic. As such, this course often serves as a student’s first interaction with the concepts of being an EMT or paramedic. While the program wishes to retain all students and steer them in the direction toward being an EMT or paramedic, we also recognize that the career is not for all individuals and much of the failure, retention, and/or successful course completion rates are directly related to students realizing that this career may not be for them.

EMT-95: This course serves as the next level for those students who successfully complete EMT-90. This course sets the student up to work as an EMT and is more rigorous than EMT-90. However, those students who do persevere and successfully complete course will have completed the certificate program and will be eligible to take the EMT Registry exam.

EMT-310/EMT-311. The EMS Program has been and is proud of the quality that we continue to put out with our Paramedic students. Students that enter into the Paramedic Program know that they have to possess the drive to complete the program to promote in the workforce. It is the students that drive their progression and success with the Paramedic Program we just guide them on the process.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Black/African American	87.5%	85.8%	58.3%	64.2%
Hispanic			64.4%	72.9%
First Generation			70.6%	73.9%

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

***RPIE Analysis:** This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all students) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.*

Within the Emergency Medical Services Program, the successful course completion rates among the three demographic groups were lower than the rates at the institutional level, while the retention rate was higher than the institution-level rate. The program-level rate was significantly lower among the following group of students:

- o Hispanic: successful course completion rate*

This pattern reflects the findings from the comparison of retention and successful course completion at the program vs. institutional level (with the program-level rate reflecting the institution-level rate for retention and the institution-level rate exceeding the program-level rate for successful course completion). (See Section I.B.1 above).

Program Reflection:

The EMS Program has reached out to the minority students to bring greater diversity to the entire program. Utilizing word of mouth through the student groups has been very good for us. In our high school program visits it has been discussed that the EMS program is a good starting point for anyone thinking about the RC, PT, LVN, RN programs that might be impacted with wait lists. They are encouraged to get the experience of

patient assessment and general medical/trauma assessment techniques.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

This section does not apply to the Emergency Medical Services Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2016-2017 and 2018-2019.

C. Student Achievement

1. Program Completion

	2016-2017	2017-2018	2018-2019
Degrees			
EMT-P: AS	3	1	5
Institution: AS Degrees	443	394	386
Average Time to Degree (in Years)⁺			
EMT-P: AS	*	*	*
Institutional: AS	4	4	4
Certificates			
EMT-P: Certificate	--	17	21
Institution: Certificates	370	487	432
Average Time to Certificate (in Years)⁺			
EMT-P: Certificate	--	4	2
Institutional: Certificate	3	3	4

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2018-2019 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.

RPIE Analysis: The number of AS degrees conferred by the Emergency Medical Services Program increased by 66.7% between 2016-2017 and 2018-2019. Over the same period, the number of AS degrees conferred by the institution decreased by 12.9%. Emergency Medical Services accounted for 0.7% of the AS degrees conferred in 2016-2017 and 1.3% of those conferred in 2018-2019.

The number of certificates conferred by the Emergency Medical Services Program increased from 0 to 21 between 2016-2017 and 2018-2019 (and increased by 23.5% between 2017-2018 and 2018-2019). Between 2016-2017 and 2018-2019, the number

of certificates conferred by the institution increased by 16.8% (and decreased by 11.3% between 2017-2018 and 2018-2019). Emergency Medical Services accounted for 3.5% of certificates conferred in 2017-2018 and 4.9% of certificates conferred in 2018-2019. The average time to attain an EMT-P certificate ranged from 2 to 4 years in the last two cohorts. In 2017-2018, the average time to certificate within the program exceeded the time to certificate calculated across the institution. In 2018-2019, the average time to certificate within the program was lower than the average time among certificate recipients across the institution.

Program Reflection:

EMT-90 & EMT-95 are both too low on units to award a NVC Achievement Certificates.

EMT-311 students should be given a NVC Achievement Certificate with successful completion. Work has been started to capture the students that have completed with A&R to be awarded the Achievement Certificates they have earned.

With California Title 22 for EMT/Paramedic regulations and the National Registry of Emergency Medical Technicians (NREMT) successful completion of an EMT/Paramedic Program needs a program specific course completion certificate signed by the program course director. With that being the focus for the students to be able to take the NREMT exam the conveying of NVC Achievement Certificates has dropped off the program radar and needs to be picked back up.

Relating to the completion of a AS Degree in Paramedicine, students are not in need of the degree to work in the EMS community. Until such time as the EMS Industry or the State of California, through Title 22 for Paramedics, places the requirement to hold an AS Degree for an employment standard, there will not be a tangible incentive to earn the degree in lieu of the certificate. The incentive to complete an AS Degree is just not there, we have seen a few who have chosen to complete their goal of an AS Degree, but it is solely for their own fulfilment.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate: EMT	70% (100%)	100% (2016-2017 report)	85.7% (2017-2018 report)	80% (2018-2019 report)	86.7%
Job Placement Rate: Paramedic	80% (100%)	100% (2016-2017 report)	100% (2017-2018 report)	100% (2018-2019 report)	100%
Licensure Exam Pass Rate: EMT	60% (90%)	58.5% (2016)	57.4% (2017)	87.5% (2018)	65.2%
Licensure Exam Pass Rate: Paramedic	85% (100%)	100% (2016)	76.5% (2017)	95.5% (2018)	90.4%

Sources: Perkins IV Core 4 Employment data for Program (TOP Code 1250 and 1251) for job

placement rates
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx;
 CAAHEP/CoAEMSA reports for licensure exam pass rates, extracted by fiscal year (July-June).
 *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.

RPIE Analysis: Job placement rates among EMT and Paramedic students have exceeded the program-level standards in each of the last three years. Among Paramedic students, job placement rates have consistently reflected the stretch goal (of 100%).

Among EMT students, the licensure exam pass rate across the three-year period (65.2%) exceeded the program-set standard. In two of the last three years, the licensure exam pass rate fell below the established standard. However, it did not dip below the threshold of 57% defining sub-standard performance (reflecting 95% of the standard; 95% of 60% = 57%).

Among Paramedic students, the licensure exam pass rate across the three-year period (90.4%) exceeded the program-set standard. In 2017, the licensure exam pass rate among Paramedic students fell below the established standard. The rate of 76.5% for 2017 was below the threshold for sub-standard performance identified in 2019 (95% of 85% = 80.75%).

Program Reflection:

EMT-95 has historically had a lower rate of completion for the NREMT than that of the Program exam, Students are not required to take the NREMT exam as part of their course completion. As there is a cost associated to the exam as well as students waiting a longer duration after Didactic to take the NREMT exam we find a subsequently low successful pas rate. While we as a program would like to see a 100% NREMT exam completion we realize that students find other reasons that prevent them from taking and completing their NREMT. Without the successful passing of the NREMT exam students can not apply for their State of California EMT card and are not eligible to enter the workforce.

EMT-311 had a three year 100% pass rate for the NREMT exam, over the past two years we had a decline in the first time pass success. Students are eligible to take the exam three times, if on the third time they are not successful at passing they must take a 48-hour Paramedic Program refresher course (NVC EMS Program does not offer this course). The program has encouraged students to not wait to take their NREMT exam and has even offered through the program a NREMT test prep. We continue to look for opportunities for us to improve student success. On a call with NREMT within the last 6 months they were very impressed with our EMT-Paramedic pass rate over the past 7 years and acknowledged that we must be doing something right.

II. CURRICULUM
a. COURSES

Subject	Course Number	Approval Date	Has Prerequisite* Yes/No	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
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EMT	90	08/11/2008	No	S – Spring 2020		
EMT	95	01/19/2016	Yes			X
EMT	310	08/11/2018	Yes			X
EMT	311	06/05/2017	Yes			X

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

b. DEGREES AND CERTIFICATES[†]

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
EMT-P: Paramedic AS Degree	2008	Yes			X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[†]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

EMT-90 EMR (Emergency Medical Responder) has been dropped from the California Title 22 as a course. It has been replaced with PSFA (Public Safety First Aid). The NHTSB, DOT and NREMT still recognize the EMR course as appropriate to fulfill the CA requirement for PSFA. We will be rebuilding the EMT-90 curriculum to incorporate EMT and PSFA in one course to meet both National and State requirements.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
4	4	4	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
EMT-P Paramedic: AS Degree	3	2	2	67%	67%
EMT-P Paramedic	0	0	0		

Program Reflection:

Looking at the above assessment chart, the Degree and Certificate outcomes should be the same.

B. Summary of Learning Outcomes Assessment Findings and Actions

The EMS Program will continue to assess our Courses and the program to ensure that we are not only meeting the NVC standard, As well as the Standard for CoAEMSP Accreditation, CAHEEP, National Registry of Emergency Medical Technicians (NREMT), California EMS Authority (Title 22), and Napa County Emergency Medical Services Agency.

Program Reflection:

The EMS Program is a dedicated group of individuals that bring years of Emergency Medical Service experience to the students. With history in Privat Ambulance, Fire Based EMS, Law Enforcement, Search and Rescue, Tactical and Military Medicine the faculty is able to address students’ questions about career direction. The ability to draw from an Instructional pool with a broad wealth of experience only increases the student learning experience and ultimately student interaction. The Faculty is truly the strength of the EMS Program.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: EMT/Paramedic

Plan Years: 2019/20 – 2021/22

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Continue to meet or exceed our Accreditation Agency Standards	C-1	Ongoing	Accreditation

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

NVC EMS Program continues to develop with our resource strategy. We have been fortunate to be recipients of Perkins Funds as well as generous donations from local industry. We continue to look to ways that will build our available funding for resources, looking to develop a stronger pathway with those on campus who can seek and write grant proposals. As technology changes or grows old we

will need to be able to replace it to keep the overall EMS Program viable.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

Through a generous ambulance donation from American Medical Response, the program is better equipped to simulate real world experiences with our students. Pairing the new ambulance with the new patient simulators, gurney's and cardiac monitors we are able to really provide the types of training simulation situations to prepare them for an ems career.

B. Effective Practices

Fail Forward – Students are allowed the chance and even encouraged to fail at something in the course to learn from it and pick them selves up and move forward. Rather they try and fail in a controlled course environment than to do so in an uncontrolled environment such as a patient's home at 2:37am.

Reading prior to quizzes – Students in the courses are not used to having a quiz over what they have read prior to a lecture. The EMS Program feels that this keeps the students engaged in their own learning and education. Requiring them to read prior to the course by offering a quiz on their knowledge and retention also brings for us the greater engagement in classroom discussion.

Canvas – The ability to move our courses to Canvas has changed the way that not only instructors can interact with students but also the way our students can interact with each other. Just the reduction in overall paper waste produced in the program has made an impact; We will continue to incorporate more aspects of Canvas into our course work.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Harris, Dean

Date:

11/12/19

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The report captures the overall essence, challenges, and strengths of the EMS/Paramedic program. The program coordinator is an expert in the field and is keenly aware of the statutes that must be adhered to in this challenging field. This program has four (4) external agencies to which it reports and must stay abreast of in the changing environment of emergency medical services.

The faculty and clinical lab specialists are dedicated professionals who work with, support, and engage students in each course discussed in this report. Student who graduate as a paramedic from the Napa Valley College EMS program are well respected in the industry and are known for their preparation and the standards to which they are held as a student by the program.

Areas of concern, if any:

Specific areas of concern are few and are solely related to the external environment. There have been challenges that have arisen relative to student handbooks, expectations, and course requirements that have all been dealt with in a professional manner. The challenges that are associated with the EMT 90 and EMT 95 courses as the entry level preparation courses will always be evident as these are typically the “culling” courses wherein students may realize that EMS is not the profession for them.

Recommendations for improvement:

Further and continued refinement of the student handbooks, full articulation of expectations for and of the students, and continued communication within the community are constants. These concepts are for general continuous quality improvements and not necessarily a reflection of deficiencies within the program.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	Dedicated position for Clinical Coordinator as required by statute. We are currently utilizing a professional expert on a PAF for this position on a regular basis.
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	

Operating Budget	
Professional Development/ Training	
Library & Learning Materials	