

SECTION I: INTRODUCTION

Program Name

Emergency Medical Technician

Academic Term of Comprehensive (Three-Year) Review

Fall 2025

Brief History of the Program

Prior to 2008 Napa Valley College offered the EMR(EMS90)/EMT(EMS95) courses. In 2006/2007 there was a group of individuals from the community partners that supported the development of a paramedic program at NVC. The first cohort began in August of 2008. This move completed the start to finish curriculum of the EMS Program. (EMR/EMT/EMT-P). We have a course offering of EMS90 Fall/Spring/Summer, EMS95 Fall/Spring and EMS98 in the Fall covering Spring, EMS99 starting in Summer covering through Spring. We are excited to be on our 18th Paramedic Cohort.

Alignment with Institutional Mission

The Paramedic Program at Napa Valley College (NVC) supports the college's mission to transform lives by providing excellent educational and professional opportunities that are student-centered, equity-focused, and community-oriented. By preparing students for vital roles in care giving diverse needs of individuals with mental health conditions, developmental disabilities, and medical needs. The program empowers individuals to pursue meaningful careers while addressing a critical regional and statewide demand for paramedics. Through this program, students gain the skills needed to deliver safe, ethical, and compassionate care to diverse populations, embodying the college's commitment to inclusivity and community service.

NVC benefits from a unique pool of qualified paramedics, nurses, physicians and other educational professionals in the region to serve as faculty, skills instructors (clinical lab specialists) and clinical/field internship liaisons. Through professional development and current employment in prehospital care ensures faculty and staff remain current with industry trends, fostering a high-quality, collaborative learning environment for students. This program aligns with California's higher education goals by addressing critical workforce needs, preparing students for rewarding careers, and promoting lifelong learning.

Taxonomy of Program

Program	Emergency Medical Services
Degree(s)/Certificate(s)	EMT-P: Paramedic AS EMT-P: Paramedic Certificate of Achievement
Courses	EMS-90 – First Responder
	EMS-95 - Emergency Medical Technician (Basic)
	EMS-98/310 – Paramedic I (Didactic)
	EMS-99/311 – EMT-Paramedic II (Clinical & Field Internship)

Program (Health & Safety) - Emergency Medical Services: Program Review

SECTION II: PROGRAM DATA

A.1 HEADCOUNT & ENROLLMENT

Headcount & Enrollment Data

Emergency Medical Technician	2022-2023	2023-2024	2024-2025	Change over 3-Year Period
Headcount				
Program	149	141	149	0%
Institution	6,161	6,588	7,034	14.2%
Enrollment				
EMT-90	80	69	89	11.3%
EMT-95	59	57	65	10.2%
EMT-98/310	26	22	23	-11.5%
EMT-99/311	22	21	15	-31.8%
Program	187	169	192	2.7%
Institution	23,489	25,075	27,646	17.7%
<i>Source: SQL Queries for Fall 2025 Program Review</i>				
<i>Green shading denotes increases > 10%.</i>				
<i>Pink shading denotes decreases > 10%.</i>				

Describe the trend in enrollment within the program over the past three years.

Enrollment has increased

Relative Change in Headcount & Enrollment in the Past 3 Years

Summary Comparison	Three-Year Change	
	Headcount	Enrollment
Program	0%	2.7%
Institution	14.2%	17.7%

Relative Direction of Program Enrollment Trend

Program trend deviates from the trend at the institutional level

Relative Magnitude of Program Enrollment Trend

Change at the institutional level exceeds the change at the program level

Describe the factors that contributed to the recent enrollment trend within the program.

We have seen an increase in the EMS90/EMS95 course participation over the past few years. Coming out of the Covid pandemic we have been able to do more high school visits to get the word out about our programs. With the EMS98 course we have a full application pool and choose 24 cadets to start the academy in the fall. Students drop out or fail out at different points of the education process. EMS98 must be completed to go into EMS99 when we take a year by year look the EMS99 students are the previous year's EMS98 cadets.

Do the trends in headcount and enrollment suggest that changes are necessary to improve enrollment within the program?

No

Program (Health & Safety) - Emergency Medical Services: Program Review

A.2 AVERAGE SECTION SIZE

Average Section Size Data

Emergency Medical Technical	2022-2023		2023-2024		2024-2025		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
EMT-90	3	26.7	3	23.0	3	29.7	26.4	11.2%
EMT-95	2	29.5	2	28.5	2	32.5	30.2	10.0%
EMT-98/310	1	26.0	1	22.0	1	23.0	23.7	-11.5%
EMT-99/311	1	22.0	1	21.0	1	15.0	19.3	-31.8%
Program	7	26.7	7	24.1	7	27.4	26.1	2.6%
Institution	1,010	23.3	1,045	24.0	1,055	26.2	24.5	12.4%

Sources: SQL Queries for Fall 2025 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Green shading denotes increases > 10%.

Pink shading denotes decreases > 10%.

Describe the trend in average section size within the program over the past three years.

Average section size has remained stable

Relative Change in Average Section Size in the Past 3 Years

Summary Comparison	Three-Year	
	Average	Change
Program	26.1	2.6%
Institution	24.5	12.4%

Relative Average Section Size Trend

Institutional average exceeds the program average

Relative Change in Average Section Size

Change at the institutional level exceeds the change at the program level

Describe the factors that contributed to the recent trend in average section size within the program.

The EMS Program is happy with the increase in overall course sizes seeing 30-40 students in the EMS90 course average. EMS95 fill rate is influenced by the EMS90 pass rate(has been increasing). EMS98 will not at this time be greater than 24 student start size due to clinical/field placement challenges.

Do the trends suggest that changes are necessary to increase average section size?

No

Program (Health & Safety) - Emergency Medical Services: Program Review

A.3 FILL RATE & PRODUCTIVITY

Fill Rate Data

Emergency Medical Technician	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Fill Rate					
Program					
Enrollments	187	169	192	2.7%	548
Capacity	239	239	239	0%	717
Fill Rate	78.2%	70.7%	80.3%	2.1%	76.4%
Institution					
Enrollments	23,489	25,075	27,646	17.7%	76,210
Capacity	31,749	32,279	32,984	3.9%	97,012
Fill Rate	74.0%	77.7%	83.8%	9.8%	78.6%
<i>Source: SQL Queries for Fall 2025 Program Review</i>					

Compare program-level fill rate with institution-level fill rate over the past three years.

Institutional fill rates have consistently exceeded program fill rates.

Productivity Data

Emergency Medical Technician	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Productivity					
Program					
FTES	82.8	55.1	29.5	-64.4%	167.4
FTEF	11.7	8.6	9.7	-17.1%	30.0
Productivity	7.1	6.4	3.0	-57.0%	5.6
Institution					
FTES	3,017.0	3,163.5	3,393.8	12.5%	9,574.3
FTEF	293.8	288.1	294.5	0.2%	876.4
Productivity	10.3	11.0	11.5	12.2%	10.9
<i>Source: SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)</i>					

Relative Change in Productivity in the Past 3 Years

Summary Comparison	Three-Year Rate		Three-Year Change	
	Fill Rate	Productivity	Fill Rate	Productivity
Program	76.4%	5.6	2.1%	-57.0%
Institution	78.6%	10.9	9.8%	12.2%

Compare program-level productivity with institution-level productivity over the past three years.

Institutional productivity has consistently exceeded program productivity.

Program (Health & Safety) - Emergency Medical Services: Program Review

Describe the factors that contributed to recent trends in fill rate and productivity within the program.

We have been out to the local high schools to promote the EMS90/EMS95 course. The word of mouth from past cadets has continued to work with the application to the EMT98 course.

Do the trends suggest that changes are necessary to increase fill rate or/and productivity?

No

A.4 LABOR MARKET DEMAND

Labor Market Demand Data

Emergency Medical Technician			
Economic Development Department Standard Occupational Classification Description Code Included in Figures below	Numeric Change in Employment (Baseline Year to Projected Year)	Projected Growth (% Change in Positions; 2022 Base Employment vs. 2032 Projected Employment)	Projected Number of Positions (Total Job Openings)
Region			
Napa County (2022-2032)	--	--	--
Bay Area ^A (2022-2032)	1,080	20.7%	4,860
California (2022-2032)	1,600	7.0%	4,670

Source: Economic Development Department Ten-Year Employment Projections (<https://labormarketinfo.edd.ca.gov/data/employment-projections.html>)

^ABay Area counties include: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

Reflect on the labor market projections for positions associated with the program at the county, regional, and state levels. Describe local demand (focusing on county and regional levels) and how the program addresses demand.

Demand is increased in the region for EMS employees.

Summarize recent discussions with Program Advisory Committee.

We have area providers that sit on the Advisory Committee who share their own woes in hiring providers.

Does labor market demand or recent advisory committee discussion suggest that changes are needed?

No

Describe proposed actions the program will take around labor market demand.

With the increased hiring it creates a challenge to educational training. Agencies are training new hires and not as readily able to assist with educational training of future employee prospects.

B.1 RETENTION & SUCCESSFUL COURSE COMPLETION

Retention & Course Completion Data

Summary Comparison	Program	Comparison	Institution
Retention Rate	89.2%	<	91.8%
Successful Course Completion Rate	78.1%	>	73.5%
Difference	11.1%	<	18.3%

Reflect on the summary comparison of retention, successful course completion, and the difference between the two at the program level vs. the institution level. Do the program-level figures suggest that changes are necessary?

No

Program (Health & Safety) - Emergency Medical Services: Program Review

Describe the proposed actions that the program will take based on the summary course retention and completion data.

NVC EMS has added more online materials to challenge and push the students towards preparation for national testing giving us a higher retention/completion rate.

Course-Level Retention & Completion Data

Course	Rate	Retention Rate		Successful Course Completion Rate		Difference (Retention Minus Successful Course Completion)	
		Course vs. Program Rate		Rate	Course vs. Program Rate		
		Higher	Lower		Higher	Lower	
EMT-90	89.9%	--	--	73.9%		X	16.0%
EMT-95	90.6%	X		77.9%	--	--	12.7%
EMT-98/310	76.1%		X	76.1%		X	0%
EMT-99/311	98.3%	X		98.3%	X		0%
Program	89.2%			78.1%			11.1%
Institution	91.8%			73.5%			18.3%

Source: SQL Queries for Fall 2025 Program Review

*Indicates that data are suppressed due to low N (< 10).

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

Bold italics denote a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in ***bold italics***.

Green shading highlights courses with retention and successful course completion rates higher than the corresponding program-level rate and a difference between retention and successful course completion that is smaller than the difference at the program level.

Pink shading highlights courses with retention and successful course completion rates lower than the corresponding program-level rate and a difference between retention and successful course completion that is larger than the difference at the program level.

Reflect on the course-level data provided in the table containing detailed program data. Do the course-level retention rates, successful course completion rates, or the differences between the two suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the course-level retention and completion data.

The NVC EMS would like to see the student completion % greater than it is currently 80% would be closer to the national average.

Program (Health & Safety) - Emergency Medical Services: Program Review

B.2. STUDENT EQUITY

Comparison of Retention and Successful Course Completion Rates Among Demographic Groups

Emergency Medical Technician	Demographic Group	Program	Comparison	Institution
Retention Rate	Ages 25 to 29	90.0%	≈	89.7%
	African American/Black	93.8%	>	89.5%
	Native American	*		86.0%
Successful Course Completion Rate	Ages 19 or Younger	72.6%	≈	71.9%
	African American/Black	81.3%	>	65.2%
	Latinx/Hispanic	74.7%	>	70.4%
	Native American	*		64.3%
	First-Generation	67.9%	=	67.9%

Source: SQL Queries for Fall 2025 Program Review

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**.

*Indicates that are suppressed due to low N (< 10).

Reflect on the comparison of retention and successful course completion rates among demographic groups at the program level vs. the institution level. Identify any areas of concern.

We seem to be doing better than the institutional average. Want this trend to continue.

Do the program-level figures on course retention and completion suggest that changes are necessary?

No

Describe proposed actions the program will take around student equity.

With the 19 and younger it might be just a maturity level for the topic. NVC EMS courses are open and available to all Students regardless of race, color, national origin, sex, disability, religion, sexual orientation, and gender identity or gender expression.

C.1 PROGRAM COMPLETION

Program Completion Data

Emergency Medical Technician	2022-2023	2023-2024	2024-2025	Three-Year	
				Change	Total
AS Degrees	4	3	1	-75.0%	8*
Institutional: AS Degrees	287	239	201	-30.0%	727
Certificates	0	0	0	N/A	0
Institutional: Certificates of Achievement (including Local Certificates)	384	344	342	-10.9%	1,070

Source: SQL Queries for Fall 2025 Program Review

*Note: Time to completion not reported for program due to low N (< 10)

Direction of 3-year trend in AS degree conferral

The program trend deviates from the trend at the institutional level.

Magnitude of 3-year trend in AS degree conferral

The change at the institutional level exceeds the change at the program level.

Direction of 3-year trend in certificate conferral

The program trend deviates from the trend at the institutional level.

Magnitude of 3-year trend in certificate conferral

The change at the institutional level exceeds the change at the program level.

Describe the factors that contributed to recent trends in completion within the program.

EMS industry in California holds more value to the course completion and National Registry of Emergency Medical Technicians(NREMT) exam completion than the conferring of a degree or certificate. Until the California EMS industry values education and requires degrees we will see the degree completion remain low, Students that achieve the degree are usually achieving it for personal vs employment need.

Program (Health & Safety) - Emergency Medical Services: Program Review

Do the trends suggest that changes are necessary to increase completion (degree/certificate conferral)?

No

Relative Average Time to Completion Data

Emergency Medical Technician	Award Type	Three-Year				
		Program Proportion of Awards	Trend		Average Time to Completion (in Years)	
			Program	Institution	Program	Institution
AS Degrees		1.1%	-75.0%	-30.0%	*	4.0

Does the time to completion within the program reflect the institutional time to completion?

No

Does the program time to completion suggest that changes are necessary to reduce time to completion?

No

C.2 JOB PLACEMENT RATES

Job Placement Rate Data

Emergency Medical Technician	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Emergency Medical Services					
Job Placement Rate	70% (100%)	72.7%	*	*	77.8%
Paramedic					
Job Placement Rate	80% (100%)	*	*	*	93.3%

Source: Perkins IV Core 4 Employment data for Program (TOP Codes: 1250 Emergency Medical Services & 1251 Paramedic) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx).

*Data suppressed due to low N (< 10 students).

Describe recent job placement rates relative to the program-set standard and stretch goal.

Recent job placement rates have consistently exceeded the program-set standard.

Describe the factors that contributed to the recent performance in job placement within the program.

There are so many factors after the course that affect the job placement rate. EMS is happy with the rate illustrated above.

Do recent job placement rates indicate that changes are necessary to improve performance within the program?

No

Program (Health & Safety) - Emergency Medical Services: Program Review

C.3 LICENSURE EXAM PASSAGE RATES

Licensure Exam Passage Data

Emergency Medical Technician		Program-Set Standard* (& Stretch Goal)	Recent Performance			
Measure			Year 1	Year 2	Year 3	Three-Year Total
Emergency Medical Services						
Licensure Exam Pass Rate		60% (90%)	57.1%	57.6%	53.1%	55.9%
Paramedic						
Licensure Exam Pass Rate		80% (100%)	73.3%	73.1%	55.0%	67.2%
<p><i>Source: Licensure exam pass rates among first-time exam takers, provided by Program Coordinator.</i></p> <p><i>*Data suppressed due to low N (< 10 students).</i></p>						
<p><i>Green shading denotes rates exceeding the stretch goal.</i></p>						
<p><i>Pink shading denotes rates below the program-set standard.</i></p>						

Describe recent licensure exam passage rates relative to the program-set standard and stretch goal.

Recent licensure exam passage rates have not met the program-set standard.

Describe the factors that contributed to the recent performance on licensure exams within the program.

NVC EMS has put in place a few more testing process in order to further prepare student for first time success on the NREMT exams.

Do recent licensure exam passage rates indicate that changes are necessary to improve performance within the program?

Yes

Describe the proposed actions the program will take around licensure exam passage rates.

Increasing the NREMT test prep across the EMT95/EMS99 courses.

SECTION III: CURRICULUM

Courses Table

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee	Reason for Last Review	Has Prerequisite/ Corequisite* Yes/No & Date of Last Review	Last Term with Enrollments	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year Anticipated	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
EMS	90	10/22/24 4/4/25	Textbook Emergency DE, Subject Code	No	SU/25			X
EMS	95	11/20/23 3/7/25	Update textbook & subject code	Yes/2025	SP/25			X

Program (Health & Safety) - Emergency Medical Services: Program Review

EMS	98	11/20/23 3/7/25	Update textbook	Yes/2025	FA/24			X
EMS	99	10/9/24 3/7/25	Updating subject code and number	Yes/2025	SU/25			X

Degrees & Certificates Table

Degree or Certificate & Title	Implementation Date	Date of Last Review	Reason for Last Review	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year Anticipated	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
Paramedic AS	7/29/2008	4/4/25	Updating subject code and number	No/ Missing LMI and Advisory Minutes			X
EMT-P Paramedic Certificate of Achievement	3/31/2009	4/4/25	Updating subject code and number	No/Missing LMI and Advisory minutes			X

Describe the alignment between the Program Map(s) and the NVC Catalog.

Program faculty have reviewed all program map(s) pertaining to the program and have confirmed alignment between the map(s) and the information in the current NVC Catalog.

Do the findings from the review of information indicate that changes are necessary to ensure consistency across sources?

No

D. ALIGNMENT BETWEEN COURSE SCHEDULING & CATALOG

Describe the alignment between recent course offerings and program requirements.

Program faculty have reviewed recent course offerings against requirements for all degrees/certificates conferred by the program and have confirmed that students have been given opportunity to complete requirements within the period of time reported

Do the findings from the review of course offerings indicate that changes are necessary to ensure that students can complete program requirements within the period of time reported in the Catalog?

No

Program (Health & Safety) - Emergency Medical Services: Program Review

SECTION IV: LEARNING OUTCOMES ASSESSMENT

LEARNING OUTCOMES STATEMENTS

Program Learning Outcomes Statements from Current Catalog

Program/ Degree/ Certificate	Learning Outcomes Statement(s) as Presented in Current NVC Catalog
EMT-P Paramedic AS	<ol style="list-style-type: none">1. Sit for the paramedic National Registry of Emergency Medical Technicians (NREMT) exam and become accredited as a paramedic, enabling the paramedic to be eligible for licensure in the State.2. Perform competently the roles and responsibilities outlined in the paramedic scope of practice (Title 22, §100145 (2004).3. Obtain employment as an entry-level paramedic with an EMS agency in <u>the Napa</u> or surrounding communities.
EMT-P Paramedic Certificate of Achievement	<ol style="list-style-type: none">1. Sit for the paramedic National Registry of Emergency Medical Technicians (NREMT) exam and become accredited as a paramedic, enabling the paramedic to be eligible for licensure in the State.2. Perform competently the roles and responsibilities outlined in the paramedic scope of practice (Title 22, §100145 (2004).3. Obtain employment as an entry-level paramedic with an EMS agency in <u>the Napa</u> or surrounding communities.

A. ALIGNMENT OF OUTCOMES STATEMENTS ACROSS A VARIETY OF SOURCES

Program faculty have reviewed all program-level outcomes statements (including those associated with each degree or/and certificate offered) recorded in these .

Current NVC Catalog

Nuventive

Were any discrepancies between outcomes statements across the locations identified?

No

B. STATUS OF LEARNING OUTCOMES ASSESSMENT

B.1 Course Level

Emergency Medical Technician	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years
4	0	1	0%	25.0%

Program (Health & Safety) - Emergency Medical Services: Program Review

B.2 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
Paramedic AS	3	0	2	0%	66.7%
Paramedic Certificate of Achievement	3	0	0	0%	0%

Are any changes necessary to ensure regular, ongoing assessment of student learning outcomes?

Yes

Describe the proposed actions the program will take around status of learning outcomes assessment.

Need to remember to do so, After state and local evaluation need to remember to do college evaluation.

C. FINDINGS FROM LEARNING OUTCOMES ASSESSMENT

Summary of recent assessment findings

There have been change in course information delivery to adjust to the change in learning styles and the increased use of online education and technology.

Are any changes necessary to ensure follow-up on outcomes assessment findings or/and completion of action plans recorded in Nuventive?

Yes

Describe the proposed actions the program will take around learning outcomes assessment.

zJust need to get them back on our schedule.

SECTION V: LAST THREE-YEAR PROGRAM-LEVEL PLAN

Components of the Last Three-Year Program-Level Plan

Status of Program-Level Plan from Last Program Review		
Components of Program-Level Plan from Last Program Review	Description of Implementation to Date	Description of Status
[None identified in report]		

Will any components of the last program plan be carried over into the plan that results from the current review process?

No

SECTION VI. PROGRAM PLAN (FOR THE FUTURE)

Program Plan

Program Plan for the Future					
Program	Program-Level Initiative	Initiative/Component #	Alignment with EMP/Other Plans	Anticipated Year of Implementation	Anticipated Outcome of Initiative
EMS	Standardized Patient program	1	aligning with theater program	2025	continuous
		2			
		...			

SECTION VII. RESOURCE NEEDS (FOR THE FUTURE)

Resource Needs

Resources Needed to Implement Program Plan		
Initiative/ Component #	Resource Type	Resource Description
1	Task trainer refresh	Refurbish/Refresh the EMS task trainers (Airway Heads, IV Arms, Decompression Chests, IO Arms/Legs)
2	Equipment refresh	Need new Traction splints (hare/sager)
3	Durable goods refresh	splints/gauze products/tape/
4	iSimulate upkeep	Refresh/upkeep on iSimulate products
5	Power Cots	2-4 new or refurbished Stryker power cots
6	Third party software upkeep	Kahoot, Doodle

SECTION VIII. OVERVIEW

A.1 Assessment of State of the Program

Stability

A.2 Rationale for the State of the Program Selected

The EMS90/95 courses fill rate ebb and flow but stay consistently on the higher side of full. The EMS98 course applicant pool continues to be over the seated number of cadets. EMS99 relies on the previous years EMS98 student success.

B.1 Major Findings: STRENGTHS

Standardized Patient program, program student support, program facilities, program faculty/staff, success of our students

B.2 Major Findings: AREAS FOR IMPROVEMENT

funding sources, NREMT test prep

C. Describe the great work the program has been doing the past three years, including effective and innovative practices to improve the student experience, success, learning, and achievement.

Post pandemic the EMS program continues to engage with new and returning students, continues to serve the employment needs of the surrounding communities. Even through limited funding sources, provides for our students the EMS educational experience that prepares them for the real world environment(for example: iSimulate monitors to mirror industry standard). One of a kind program that utilizes Standardized Patients in EMS educational training, that is usually reserved for med school.

D. New Objectives/Goals

Increase student success through instructional methods and technology use, preparing the next generation of EMS for the needs of our future.

E. List of Individuals Who Contributed to the Report/Participated in Process

Shana Silver, Marc Domingo, Shelley Gavitte, Andrew Nothmann

ADMINISTRATIVE FEEDBACK

Supervising Administrator

Robert Harris

Program (Health & Safety) - Emergency Medical Services: Program Review

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

The EMS program has very high standards for student success, in both classroom and clinical aspects. EMS 90 and EMT 95 are the entry level courses for a student to become a First Responder and an Emergency Medical Technician (respectively) and are often the "pinch points" in the overall program in relation to success and ultimate licensure for these two areas of the Program. EMT 98 and EMT 99 (formerly EMT 310 and EMT 311) are the two "terminal degree" courses for a candidate to complete to become a paramedic and the success rates are typically high for students that complete.

The program standards are higher than most with the minimum passing grade being 80%. National accrediting bodies have highlighted the program for its success, outstanding professionals produced, and the attention to detail within the program.

Areas of concern, if any

Primary concerns are:

1. Follow-through of students to take licensure exams for EMT (EMT 90 and EMT 95 completers) in a short time period following completion to improve final first-time licensure exam test success.
2. Specific to EMT 98 and EMT 99 (Paramedic program) the primary concerns are the ability to provide more opportunities for clinical experiences which would allow for higher enrollments. The program is primarily restricted in enrollments due to the minimal number of clinical sites.
3. Funding opportunities to further enhance student access to state-of-the-art training equipment and materials.
4. Loss of funding for the Standardized Patient Program (SWF) that was a cross-disciplinary training program between the EMS Program and Theater Arts Program.

Recommendations for improvement

1. Continue high attention to detail as related to accrediting body requirements and compliance issues and response to same.
2. Seek and procure external funding sources to augment existing training procedures.

Additional information regarding resources

The EMS program provides a high quality education and training program to students who typically stay within the area to work and live. Therefore, this program is one of the unique programs that truly serves the local community in a manner that is not often seen across the institution. The education of paramedical professionals, however, is a cost-and-labor-intensive process so as to assure that the education mirrors the work environment to the full extent possible.

The program has been fortunate in recent years to gain access to a variety of Strong Workforce funding and other external funding sources that have allowed the program to gain access to high quality educational resources that are truly state-of-the-art in the workforce. Recent challenges related to SWF funding, reductions in other resource allocations at the Federal and State levels place, and the redistribution of other resources places the ability to access such training materials/equipment/devices in jeopardy.