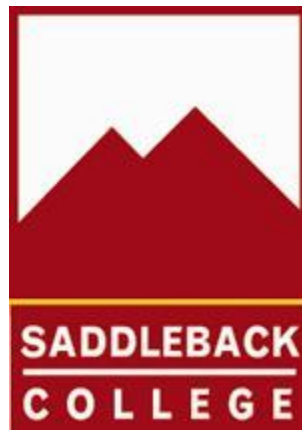


**Saddleback College  
Program Review for Emergency Medical  
Technician Programs**



**Submitted on 4-20-2010**

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## **Program Review Team Members**

Program Review Team Chair:

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Program Review Team Members:

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**Department Chair, Paramedic Program**

## Program Review Checklist

Date Completed	Action
8-2009	Contact EPA Chair for orientation
9-1-2009	Form Program Review Team (PRT)
9-1-2009	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
11-1-2009	Solicit input from faculty and students
N/A	Determine if additional research is needed
N/A	Contact College Research Specialist if necessary
12-1-2009	Write Program Review report
4-20-2010	Submit report to Dean and EPA Chair for review
Spring 2010	Report submitted to Academic Senate for acceptance
Spring 2010	Report submitted to the President and the Vice President of Instruction
Spring 2010	Report posted to the EPA website
TBA	Presentation to the Consultation Council

## Section I: Program Overview

### A. The Mission of the Program and its Link to the College's Mission, Vision, and Strategic Directions

1. To prepare students to fulfill a variety of roles at the entry-level as an Emergency Medical Technician (EMT). This may include both pre-hospital and in-house occupations as the diversity that defines the roles of the EMT expands.
2. To provide the students with the didactic, psychomotor, and affective domains needed to perform the duties as an EMT in the community.
3. By successful completion of the programs, students will access the community by providing emergency care to the sick and injured.
4. To create and support a learning environment that promotes professional development, personal growth, teamwork, and respect for the multicultural nature among students, patients, staff, and department faculty.
5. Conduct student learning outcomes and curriculum reviews to support successful program and college accreditations.
6. To facilitate student retention in certificate program and other related courses.
7. To maintain and/or increase existing department courses and program enrollments. This may include development of new courses and simulations that relate to the EMT's role as a healthcare provider.

### B. Historical Background and Unique Characteristics of the Program

1. The Emergency Medical Technician (EMT) program is part of the Health Science, Human Services, Emeritus Institute Division. The EMT program previously was included under the Paramedic Program and a division of the Paramedic Program and the EMT program chair was established in the Fall Semester of 2006 to increase the effectiveness and management for both programs. The EMT Program currently offers the following the four pre-hospital educational courses: EMT 205: Medical Technician Procedures, EMT 205L Emergency Medical Technician Lab, and EMT 210: Refresher Course for Emergency Medical Care, and EMT 219: Paramedic Preparation.

#### **EMT 205-Emergency Medical Technician Procedures**

The EMT 205 is a fundamental theory and skills course in emergency medical care and basic life support (BLS) skills. An emphasis is placed on the development of assessment skills in recognition of emergency medical conditions and traumatic injuries, the use of emergency medical equipment, and competency in the development of supportive care. The course is based from and adheres to the U.S. DOT 1994 EMT–Basic National Curriculum, Orange County EMS Standards, California State EMS requirements, and Title 22 requirements. This course also includes supervised observational shifts currently being provided by local hospital's emergency departments and local ambulance services daily shift

coverage. The course has continually been revised and expanded to meet the needs of the participating students, their patients, and the pre-hospital care industry so that the program maintains and reflects the current EMS practices today. The successful completion of the EMT 205 course allows the student to register for a national standard certification exam that is overseen by the National Registry of Emergency Medical Technicians. EMT 205L course is a corequisite for EMT 205. This course can be considered a career ladder course for students attempting to seek admission into the Paramedic program's courses: PM 220, PM 230, and PM 240. Students successfully completing the EMT 205 course and the national certifying exam will need to fulfill a mandatory continuing education hour requirement which links the EMT 205 course to the EMT 210 course (Refresher Course for Emergency Medical Care). The EMT 205 course is currently listed as 6.0 units, 6.0 hours of lecture per week.

### **EMT 205L-**

The EMT 205L course was designed to provide the EMT-Basic (1) skills required for licensure as an EMT. The course includes skills practice and performance evaluation in assessing and recording vital signs, airway management, ventilation, trauma and medical patient assessment, extremity and spinal immobilization skills, management of bleeding-wounds-shock, and obstetrical patients. The course also meets and the current county, state, and national guidelines for practical skills required to become an EMT-Basic. EMT 205 is a corequisite for EMT 205L. The EMT 205L course is a 1.5 hour laboratory course worth 0.50 unit.

### **EMT 210-Refresher Course for Emergency Medical Care**

The EMT 210 course is designed to meet the state and national certified EMT-1 (EMT-Basic) requirements for the 24 educational recertification hour requirement. The course reviews mandatory topics in emergency medical conditions, traumatic injuries, obstetric emergencies, life support measures, practical skills review, and current updates in emergency practices and procedures. The course is based on and adheres to the U.S. DOT 1994 EMT-Basic Refresher Curriculum, Orange County EMS Standards, California State EMS requirements and Title 22. The course has continually been revised and expanded to meet the needs of the students and their patients. The EMT Program instructional staff is frequently notified of any industry changes (both in emergency medical products and updated or new pre-hospital emergency care procedures) so that the program maintains and reflects the current EMS

standard practices today. The EMT 210 course is a career ladder course linked to the EMT 205 program. Any student who has successfully completed the state or national EMT-1 (EMT-Basic) examination is required by state and national standards to maintain current continuing educational hours to maintain their certification and/or licensure. The EMT 210 course is currently listed as a 1 unit, 1 lecture hour per week, and 1 hour of lab per week.

### **EMT 219-Paramedic Preparation**

The EMT 219 course prepares the student who is currently a certified EMT-1 (EMT-Basic) seeking admission into a paramedic program. The course reviews common medical emergencies, traumatic injury management, advanced life support (ALS) skills, pre-hospital pharmacology, and an overview of the written and practical examinations used in California for the paramedic license. The course integrates anatomy and physiology content in the assessment and treatment of the ill and injured. The EMT 219 course is one of three recommended courses required for admission into the Paramedic Program. It is continually revised and expanded to meet the needs of students seeking enrollment in Saddleback's Paramedic Program and is based on local, state, national, and Saddleback's Paramedic programs didactic areas of challenges. Examples of subject matter would include but not limited to pharmacology, trauma patient management, and the ability for the pre-hospital provider to transition from basic life support modalities to advanced life support modalities, and general anatomy and physiology concepts. Students taking this course will have needed to successfully completed the EMT 205 course and maintain the recertification requirements of an EMT-1 (Basic). This again can be accomplished by attending the EMT 210 course. The EMT 219 course is currently listed as a 4.0 unit, and 4.0 lecture hours per week.

2. The EMT Program was established at Saddleback Community College in the year of 1979.
3. The first EMT course was offered the same year, 1979.
4. The EMT Program was approved by the state chancellor in 1979.
5. EMT program currently offers three EMT 205 courses, three EMT 205L courses, one EMT 210 course, and one EMT 219 course per fall and spring semesters. Two EMT 205 and EMT 205L course have been offered during the past two summer semesters due to other programs that are currently not offering their summer sessions.

6. There are several unique characteristics within the aspects of the EMT programs.
  - i. The EMT 205, EMT 205L and EMT 210 is required to follow county, state, national, and Title 22 guidelines along with normal college requirements and standards.
  - ii. EMT 205 and EMT 205L courses and the national certification examination (NREMT) is the entry-level requirement for successfully completed students to obtain a county or state EMT certification/license. It is the initial educational course in the field of pre-hospital emergency medical care field.
  - iii. EMT 210 course allows successfully completed students from the EMT 205 and EMT 205L courses to obtain the state or national continuing educational hours need to maintain their perspective certification/license.
  - iv. EMT 219 course is one of four recommended courses for the Saddleback Community College Paramedic program.

**C. Progress Since the Last Program Review**

1. The addition of one part-time faculty member who has overseen the practical skills, equipment, and records of students for the EMT 205L courses. This additional faculty member has reorganized the structure of the implementation of the skills, developed a deeper skills specialist pool, and organization of all equipment and storage for that equipment. The students are better prepared for the field application of the EMT profession due to this instructor.
2. All courses under the EMT Program fill each semester with a high number of petitioning students with the exception of the EMT 210refresher course. This course makes the minimum number of students. EMS personal have other options to obtain the recertification (usually through their employers), but that only applied to currently working personnel.
3. BlackBoard has been established in the EMT 219 course with success. Students have been able to obtain more information, ease of assignments, and better communication with the instructor.
4. The EMT 205 course just completed a trial run using BlackBoard in the Fall Semester of 2009 and will be implemented in all the courses starting in the spring 2010 semester.
5. The EMT 205L will follow suit in using BlackBoard with the course instructor developing skills videos for the students to watch prior to the lab sessions.
6. The EMT 210 course will also be implementing the use of BlackBoard for review purposes and skills review. This is a short, intense course so the students will have access to materials in between sessions.
7. An EMT Program brochure has been developed and is currently being distributed to prospective students.

#### **D. Discussion of How SLOs Have Been Utilized by the Program**

1. Listed below are a few examples of how the SLOs have been utilized within each course. Most SLOs were developed due to student performance on national examinations or deficiencies obtained on feedback from agencies that accredit or hire successful students who have entered EMS occupations.

##### **a. EMT 205**

- i. SLO: Students who complete assigned D.O.T. objectives and workbook assignments in the EMT 205 Program will successfully pass the entrance licensing examination for EMT-Basic, 60% of the candidates will pass the National Registry of Emergency Medical Technician Basic Level Examination scoring 70% or higher if the candidates received an 80% or better on the assigned homework.
- ii. SLO: A completed "Patient Care Report" SLO was implemented to identify weak writing skills and the use of the English and medical language prior to employment with a facility using EMS personnel.
- iii. SLO: To determine if a take home review score will correlate on the course final exam score.

##### **b. EMT 205L**

- i. SLO: The student will demonstrate how to maintain a patent airway using basic manual EMT airway skill methods, 80% of the students taking the EMT-Basic level airway practical skills examination station will meet or exceed satisfactory performance (scoring 80% or higher) on the national standardized airway assessment scoring documents during an examination demonstration
- ii. SLO: The student will demonstrate the priorities for patient assessment and management activities during an emergency response based on the number of patients, nature of the illness, resources available, and scene hazards. 80% of the examination exercises using scenarios requiring use of current medial patient assessment strategies and treatment guidelines will have satisfactory or higher scores (80% or above)
- iii. SLO: As set by the county and national guidelines, 80% of the students enrolled in the 205L courses will satisfactory complete 100% of the practical examination stations for the EMT-Basic. The students will be evaluated in ten (10) different practical skills using the National Registry of EMTs guidelines and evaluation sheets.

- iv. SLO: the student will receive a score of 100% for obtaining patient vital signs by demonstrating a complete set of patient vital signs during a classroom lab simulation.
- v. SLO: To determine if the following skills successful completion will affect the students written examinations and also proper field application. These two skills have been documented to be weak areas in newly hired EMTs and are as follows:
  - 1. Cardiac arrest patient
    - a. The student will demonstrate the steps and priorities to formulate a plan for a patient in cardiac arrest.
  - 2. Medial patient assessment.
    - a. The student will demonstrate the priorities for a medical patient assessment and management activities during an emergency response based on number of patients, the nature of illness, resources available, and scene hazards.

**c. EMT 210**

- i. SLO: The student will average 70% or higher on the two (2) written examinations for the EMT 210 course, Assessment Method and Criteria: The student will score at least 70% or higher on the two (2) written examinations to show competency of EMT-Basic knowledge as set by the national certification organization.
- ii. SLO: The student enrolled in the EMT 210 course will demonstrate how to recognize and treat a cardiac arrest using an AED appropriately, Assessment Method and Criteria: The student will achieve an 80% or better on the national standardized evaluation form for a cardiac arrest patient to meet or exceed the skills performance
- iii. SLO: The student will demonstrate the ability to apply the updated knowledge and skills pertinent to the field of emergency medical services as required by the OCEMSA accreditation standards, The student will obtain an 80% or better on the OCEMSA standardized evaluation forms for the following six (6) skills, (12-lead placement, auto injector administration, glucometer skills testing, IV preparation, meter-dosed inhalers, and suctioning) to meet or exceed the skills performance
- iv. SLO: Utilizing patient assessment techniques based on local or national standards to develop an accurate clinical impression of

the trauma injured patient, the student will receive an 80% or higher.

**d. EMT 219**

- i. SLO: The student will be able to demonstrate appropriate math skills to solve pharmacology calculations and problems, The student will demonstrate proficiency by scoring 80% or better on pharmacology calculations and problems on the final examination
- ii. SLO: The student will integrate pathophysiological principles of pharmacology and assessment findings to formulate a field impression and implement a pharmacological management plan using ACLS medications, 80% of the written responses during the final ACLS algorithm exercises will meet or exceed satisfactory performance (80% or higher)
- iii. SLO: 80% of the students enrolled in the 219 course that receive a letter grade of "B" or higher will enroll in a paramedic program within in one (1) year of completion. Students will be evaluated in the course by homework assignments and examinations. Upon successful completion of the course, the students then will be surveyed by an electronic means for successful enrollment into a paramedic program.
- iv. SLO: Demonstrate knowledge of the principles of anatomy and physiology as they relate to the assessment and care of the sick and injured by completing a pre-test and a post-test. Students should show an increase by 50% or higher on their compared scores
- v. SLO: Demonstrate appropriate and effective oral communication by presenting a medical or trauma case study to the class. 100% completion required.
- vi. SLO: Demonstrate effective written communication skills as they relate to documentation of emergency calls by completing a "run form" for a given medical or trauma scenario. 100 % completion required

## E. Current Strengths, Opportunities, and Challenges

### 1. Strengths

- i. Diversified instructional staff's years of experience, knowledge, and skills. All instructors have firsthand experience in the field of EMS and related occupations (private EMS service, fire service EMS, flight EMS service).
- ii. The successful completion of the EMT 205 program allows student candidates to take the National Registry of Emergency Medical Technicians (NREMT) certifying examination. This examination is the current state initial certification for a student to obtain a county/state EMT license. Upon successfully completion the student may enter the pre-hospital EMS workforce at an entry-level EMT-1 (EMT-Basic). Current industry trends have historically demonstrated a fairly consistent turn-around at the EMT position level allowing students to find employment locally and nationally.
- iii. The EMT 205L course has allowed the EMT students a separate laboratory aspect for the students to develop the practical skills necessary for the completion of the course and vocational skills they will use on an emergency call. The lab has been taught by one consistent instructor and has shown marked improvement in skills completion and retention.
- iv. The EMT 210 program allows existing certified EMTs to recertify their county/state/ and or national certification/licensure requirements in a lecture and practical skills format. This course provides either all or partial continuing education hour requirements depending on the certifying agency (local, state, or nationally).
- v. EMT 219 allows students to transition from the EMT-Basic to the advanced life support (Paramedic) programs by coursework developed in the areas where most student candidates have previously demonstrated weakness which led to unsuccessful completion of a paramedic program.
- vi. The EMT 205 course can be taken as a career advancement, prerequisite for other programs (i.e. paramedic program, fire academies), early exposure to the healthcare occupations, or personal growth and knowledge.
- vii. Local EMS service (fire and private ambulance) buy-in to the program (i.e. providing clinical sites, staff for practical days to assist hired skill specialists, donation of used or expired supplies/equipment that can be used for educational purposes but not direct patient care).
- viii. Credit hours obtained from the EMT Program courses are used to fulfill the pre-requisite requirements for the Paramedic Program. Students completing the Paramedic Program may apply for an Associate's Degree and some universities offer a Bachelor's of Science Degree if students were to transfer the credits to a sponsoring school.

- ix. The department chair has been appointed to two county committees overseeing the educational and accrediting requirements for the OCEMSA.

## 2. Opportunities

- i. With local requirements in various fields of public safety and emergency care, the program has seen continual growth and expansion in course offerings. The EMT 205 and EMT 205L programs increased one course each in the summer semester due other regional college courses have been cancelled.
- ii. The program is currently pursuing to strengthen the relationships between the school and local EMS providers. These relationships should improve clinical sites, employment opportunities, and the student's transition from the classroom to employment transition. The program chair is continuing to develop new relationships with other clinical sites
- iii. To develop in addition to existing courses, possible Special Topic Courses that utilize national courses and curriculum that relate to the existing EMS courses being offered at Saddleback Community College (i.e. Pediatric Education for the Pre-hospital Provider-PEPP, Basic Trauma Life Support-BTLS, Pre-Hospital Trauma Life Support-PHTLS, Geriatric Education for Emergency Medical Services-GEMS etc.). The program is currently looking into becoming a site for an intensive trauma course in EMS form the AAOS.
- iv. To develop BlackBoard and other electronic capabilities for the three existing courses to strength and enhance the effectiveness of classroom time which in turn could increase practical skills lab time to strength patient care techniques. In conjunction with this goal, the implementation of the ParTest, ParScore, and On-line Partest capabilities to improve the written testing examination phase of the three programs.
- v. To continue modifying and enhancing the existing programs to meet the current industry needs through the use of newly developed media, simulation techniques, and updating training equipment to the national standards.
- vi. The programs continue to follow national trend that are involved in the field of EMS.

## 3. Challenges

- i. Hiring of a full-time faculty for the program. Previously the courses were taught only by part-time faculty and lacked consistency between programs, staff, and students. A Department Chair has been created to oversee the development, revision, and maintenance of the EMT program. The program is currently seeking to fill a vacant full-time instructor position
- ii. Students must be of the minimum age of 18 years to take the initial NREMT-Basic examination. This poses a problem for the younger student

who needs to wait to take the certifying exam until they reach the age of 18.

- iii. The courses are continually being revised due to local, county, state, and national requirements. The national curriculum that the EMT 205, EMT 205L and 210 courses are based on is currently due for revision with an estimated implementation date of 2010/2011. The EMT 205/205L courses will have to increase in minimum hours as required by state and national guidelines.
- iv. Textbooks are currently being updated to changes in nationally used curriculum. Historically the updates in procedures and practices pertaining to EMS occur first and then the publishing companies print new materials approximately within the next semester. This challenges the staff to teach both old and new standards depending on the status of the certifying agencies.
- v. Obtaining the appropriate number of skills specialists for practical skills review and testing days. Most skills specialist currently are employed by either fire or ambulance services who work schedule shifts that conflict with scheduled lab days within the program. This shortage of skills specialists limits the interaction for students in lab simulations if the program was unable to meet the recommended student to instructor ratio (1 instructor per 10 students). The program needs to expand the current list to meet the requirements set in the curriculum to maintain an appropriate instructor-to-student ratio. The current pay rate is \$15.00/hour, considerable less than the skills specialists can make on overtime shifts.
- vi. National testing examination dates being currently offered did not coincide with course completion dates causing a higher failure rate for students. As of January 2007 the NREMT examination will go to an electronic format with an agency devoting a set number of computer terminals specifically designated for EMS testing. This new NREMT testing format should allow a faster and more convenient format of testing for the student and should increase the pass rate for the initial certification. Students still tend to procrastinate in completing the NREMT examination. The program is still seeing hesitation on the student's end to go and complete the Registry examination.
- vii. Students' reasoning/educational goals for enrolling in the courses (i.e. wanting employment in the field, prerequisite requirements, or exposure to a healthcare course). Some students are taking the course just to meet hourly requirements and have no intention of pursuing a career in EMS.
- viii. Budgeting for EMS equipment items needs to be increased to provide an adequate number of equipment sets per students, to update existing equipment to follow the national EMS industry trends, and to expand on what is being shown in the current textbooks and not just limited to what is currently being used by local EMS services. With new accreditation

requirements from the county, the program will need to increase equipment buying potential.

## **Section II: Review Report**

### **A. Faculty and Staff**

1. One (1) Program Chair/full-time faculty instructor for paramedic course, one (1) temporary full-time faculty whose position is up for hire at this time, vacant but filled for one academic year 2009/2010, four (4) adjunct part-time instructors, numerous skill specialists (certified EMT-1 (EMT-B), EMT-P, or R.N) this number fluctuates continuously .
2. Full-time/part-time ratio per course:
  - i. EMT 205: two (2) sections per semester by one (1) full-time instructor, one (1) section by two (2) part-time instructors per semester. Two (2) sections per summer session taught by either one (1) fulltime and two (2) part-time instructors or two sections taught by three (3) part-time instructors.
  - ii. EMT 205L: three (3) sections taught by one (1) part-time instructor and 4 – 6 skills specialists per semester. Two (2) sections taught by one (1) part-time instructor and 4 – 6 skills specialists.
  - iii. EMT 210: one section per semester taught by one (1) part-time instructor and 4 to 6 skills specialists.
  - iv. EMT 219: one section per semester by one (1) full-time instructor.
3. The change needed in the EMT program is to obtain the replacement hire for the vacant EMS educator position.

### **B. Curriculum and Instruction**

1. The EMT Program offers the students a course completion certificate and an Occupational Skills Award. Students need to complete EMT 205, EMT 205L, and EMT 219 to gain admission into the paramedic program.
2. The program course offering allow a student to obtain an EMT – Basic completion certificate which allows them to take the National Registry EMT examination which upon successful completion allows the student to enter vocational employment as an EMT. The EMT 210 course allows an already certified EMT to maintain their current licensure and provides up to date treatment and curriculum changes in the EMS educational field. The EMT 219 course allows a certified EMT to develop study skills, anatomy and physiology preview, and pharmacology preview that will increase their success in a paramedic educational program.
3. Contents of the courses are evaluated every five years and on an as-need basis. Most revisions are due to county, state, or national curriculum changes and industry reviews. A revised curriculum for the EMT 205, EMT 205L, and EMT 210 courses is due to be completed by fall of 2009 and is dependent on the state curriculum changes. Didactic, psychomotor, and affective goals and objectives are listed in the course curriculums, textbooks, and the student course handbooks. Additionally the instructors list learning objectives and goals in the course syllabus that is

handed out on the first course meeting. The EMT Program staff uses several various methods to assess students and if the objectives were met throughout the course. The methods currently being used in assessing the programs didactic and affective objectives are in the following written forms: modular workbook assignments, modular D.O.T. (Department of Transportation) objectives assignments, modular examinations, and one final comprehensive examination. Practical skills assessments are completed in two separate skills testing days consisting of NREMT-Basic practical skills testing stations and scoring sheets. Modular and final examinations are completed with the students using the Scantron cards or by electronic means via BlackBoard format. Written examinations are analyzed and revised each semester. All three learning domains are also evaluated during three clinical observation shifts in the following areas: Emergency Department and pre-hospital ambulance ride-outs. Students must have an overall 80% (B) or better classroom average, completed all written examinations, 100% successful completion of all practical skills stations and clinical observation requirements, and a positive attendance requirement to be eligible for the course completion certificate.

4. The SLOs are assessed at the end of each semester and on a calendar yearly basis. They are compared to the national reports that the program receives from the National Registry of EMTs computer based testing reports. By doing this analysis the programs have been able to designate weak areas in the students' exams and make the needed corrections in the didactic and skills programs. The only difficulty that has been experienced is getting the EMT 219 students to answer a survey but new online survey options are being explored at this time.
5. Instructional strategies that have been changed since the last program review are: The hire of a faculty member to oversee all practical labs has increased productivity and successful completion rates in the EMT 205L courses. The instructor also has developed skill station videos that the students can watch prior to the lab course on YouTube. All the courses have implemented the use of BlackBoard for all handouts, course documents, etc., which has dramatically reduce the duplicating costs for all programs.
6. Since the program was established it has sustained numerous changes that were reflected by the local, county, state, and national curriculum changes. Continual changes in various agencies related to the practice of EMS forces also causes changes within the instructional program (i.e. CPR updates, allowing new skill levels, discontinuation of certain skills or practices, industry demands). Two textbook changes have occurred to allow the students to have the most up-to-date learning resources

available by the publishers. Also the program courses units and hours will need to be updated to reflect the new national and state requirements.

7. The program's strength in curriculum is the years of experience that each instructor brings to the program. All instructors are currently involved in EMS activities in the county. The current EMT program chair sits on two Orange County EMS advisory boards and has direct input into the educational processes currently in the county. The outcome of these two advisory boards was the new Accreditation Standards for EMTs in Orange County. All programs are up to date with local and national requirements for EMS programs. A strength is the use of BlackBoard and simulation when applicable within the programs. The weakness in the program in regards to curriculum is the new standards coming out and having to go through the year long process of getting the changes made at the college. The state and national organizations make the changes but do not understand the time frame needed to make the changes in the curriculum committee.
8. The following are recommendations to improve the EMT Program:
  - i. Deepen the number of available skills specialists to accommodate the current classroom needs of the program and to look into the future of expansion of courses as necessary.
  - ii. Hire one to two new part-time faculty staff members in preparation of retirement/employment changes of existing staff.
  - iii. Develop and implement the use of BlackBoard or such electronic capabilities to improve student study resources and improve usage of instructional classroom time. BlackBoard on-line testing needs to continue in the EMT 219 course allow for more in class lecture/lab and should be implemented in the EMT 210 refresher course for the same reasons.
  - iv. Continue to evaluate if the current EMT 205 and EMT 205L course offerings are meeting students' needs or if more course listings are needed to be offered each semester.
  - v. To review and consider offering other EMS certification courses relating to the EMT-Basic additional educational needs (Special Topics courses).
  - vi. Continual needed additional training equipment so the program is current with national standards and what the EMS industry is currently implementing into patient care practice and care.
  - vii. Funding for instructor development instruction/instructional staff coverage for workshops/conferences specific for EMT Program staff so that the EMT Program's courses will maintain current with other programs state and/or national EMS educational programs.

### **C. Student Success**

1. There have been no significant changes noted in the programs with the exception of a slightly lower number of students taking the national certifying examination at the end of the EMT programs.
2. Based on the findings from the comparisons of the program SLOs and the national testing results, changes have been made in the appropriate didactic content areas to enhance the weakness noted. Results are pending for the current year to see if the changes have increased the passing scores.
3. EMS program instructors have recommend the support services as needed in individual cases. The EMT programs have used a student tutor these past two semesters and this seems to be appreciated by the students.
4. None noted at this time. Need more data from the program this year.
5. None noted at this time. Need more data from the program this year.

### **D. Facilities, Technical Infrastructure, and Resources**

1. For all didactic areas of the program the physical space is adequate. As for the practical lab sessions more space/rooms are need to run an efficient practical lab, both in instruction and testing. Current chairs in all rooms continue to break off at the arms and are in need of desperate repair and/or replacements. The classroom tables are becoming weak in the legs and need attention.
2. The current AV setups in the classrooms are adequate. As the new curriculum is developed, there will be new hardware and software need to stay current with the local and national requirements and equipment used in the pre-hospital field.
3. N/A
- 4.
5. No changes since the last program review.
6. Projected needs: more laboratory space, updated AV materials for the new curriculum, continual equipment replacement or addition as need per local and national requirements.

### **E. Service, Community Outreach, and Economic Development (optional)**

1. The Department Chair volunteers weekly for the Healthcare Ministry at Saddleback Church.
  - i. Is in the process of updating and implementing new guidelines and protocols for the ministry team.
  - ii. Participates with the Paramedic Program chair in college events such as Welcome day, Family night, etc.
2. Department Chair is involved in three separate county committees that serve the EMT educational program s in Orange County.
3. Part-time staff involved in local fire department activities.

### **Section III: Needs Assessment and Annual Update**

#### **A. Statement of Program's Current Situation (maximum of 3-4 sentences)**

#### **B. Human Resource Needs**

- a. Current need: Hiring of a full-time faculty replacement (approved and to be hired in spring 2010).
- b. One to two new part-time faculty positions needs to be explored and hired due to upcoming retirement and/or of new other employment of the existing part-time faculty.
- c. Classified staff needs to provide current and adequate information to the public regarding all aspects of the EMT Program.
  - i. Develop and provide printed brochures depicting the courses offered in the EMT program.
  - ii. Important that the staff has current and updated knowledge of the program to be able to answer the prospective student's questions and reflect a positive image of the program.

#### **C. Instructional/Service Needs**

- a. To continue to improve the student/teacher ratio during practical lab and testing days. This can be accomplished by hiring and deepen the existing pool of Skills Specialist that the program utilizes for these days. Previous Skills Specialists have either been accepted into the Paramedic Program, obtained employment elsewhere, or have limited days to offer to the program.
- b. Acquiring a student helper for tasks within the program.

#### **D. Research Needs**

- a. There still is a need to determine if the students completing the EMT 205 course are either successfully obtaining employment which they are using the knowledge and skills obtained, are using the course as a prerequisite for some other program or educational endeavor, or just exploring the healthcare field in general. This can be achieved through student surveys three months after completion of the course. This would require access to accurate contact information for these students.

#### **E. Technical, Equipment and Other Resource Needs**

- a. The department still is in need of updated AV materials used as visual/auditory enhancements to depict the real-time EMS scenarios and simulations. Most videos are outdated and show inaccurate information. The EMS field is constantly changing and the programs AV materials need to reflect such changes.
- b. Training equipment needs to be updated and expanded to the national curriculum, state, county, and local practice.
- c. Technical review of the computer set-up in the classroom and its remote mouse capabilities, sound capabilities, and Internet access. IS has been an on-going issue since moving into the building.
- d. Updated Internet websites and BlackBoard capabilities.

## **F. Facilities Needs**

- a. Improved lighting if possible for AV presentations.
- b. Development of a practice/simulation lab space for EMT students during skills practice and testing.
- c. Temperature control if possible.

## **G. Marketing and Outreach Needs**

- a. The EMT program currently is being marketed through the Class Schedule listings, MySite website, Saddleback College Course Catalogs, and a flyer in the Health Science, Human Service Division office. The college has hired a Director of Public Information and Marketing to assist programs with their marketing needs. The EMT Program is currently looking at but not limited to the following means of increasing the program's marketing potential:
  - i. Distributing a new tri-fold colored flyer listing the programs available, course descriptions, and requirements.
  - ii. Notify the Orange County EMS Authority of upcoming courses and provide them with marketing materials to hand out to people inquiring about EMS programs in the area.
  - iii. Notify local EMS agencies of upcoming educational programs that the services may benefit from.
  - iv. Former students' encouragements to prospective students.

**Section IV: Appendices**

**A. Program Organizational Chart**

Health Sciences, Human Services

**Health Sciences**

Nursing

Paramedic

Emergency Medical Technician

Medical Assistant

Phlebotomy

ASL/Interpreting

**Human Services**

Human Services Generalist

Alcohol & Drug Studies

Family Services

Corrections & Criminal Justice

Eating Disorders

Victim Services

**B. Five-Year Program Staffing Profile**

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2005/6	2006/7	2007/8	2008/9	2009/10	
Manager						
Bargaining Classified Staff FT						
Bargaining Classified Staff PT						
Non-Bargaining classified Staff FT						
Non-Bargaining classified Staff PT						
Student Workers					1	100%
Faculty FT	1/1	1	1	1	1(temp.	100%
Faculty PT	4/3	4	4	4	4	0%

C. Data Sets

**Section count for EMT courses by semester**

	Fall					Spring					Summer				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
EMT 205	3	3	3	3	3	2	3	3	3	3	1	1	1	1	2
EMT 205 L					6										
EMT 210	2	1	2	1	2	1	1	1	3	2					
EMT 218	1	1	1	1		1	1	1	1	1					
EMT 219					1										
<b>Grand Total</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>12</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>

**Census enrollment count for EMT courses by semester**

	Fall					Spring					Summer				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
EMT 205	103	99	113	108	137	67	105	93	109	115	37	39	34	38	35
EMT 205 L					126										
EMT 210	15	11	21	14	18	25	26	26	24	35					
EMT 218	35	35	30	30		36	32	42	33	34					
EMT 219					42										
<b>Grand Total</b>	<b>153</b>	<b>145</b>	<b>164</b>	<b>152</b>	<b>323</b>	<b>128</b>	<b>163</b>	<b>161</b>	<b>166</b>	<b>184</b>	<b>37</b>	<b>39</b>	<b>34</b>	<b>38</b>	<b>35</b>

**End of term enrollment count for EMT courses by semester**

	Fall					Spring					Summer				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
EMT 205	82	82	90	85	119	59	80	78	83	101	32	35	31	34	34
EMT 205 L					119										
EMT 210	12		15		17	24	25	22		33					
EMT 218	38	35	28	30		33	31	36	27	24					
EMT 219					28										
<b>Grand Total</b>	<b>132</b>	<b>117</b>	<b>133</b>	<b>115</b>	<b>283</b>	<b>116</b>	<b>136</b>	<b>136</b>	<b>110</b>	<b>158</b>	<b>32</b>	<b>35</b>	<b>31</b>	<b>34</b>	<b>34</b>

<b>Grade distribution summary of EMT courses by semester</b>																
		<b>Fall</b>					<b>Spring</b>					<b>Summer</b>				
		<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>EMT 205</b>	<b>A</b>	18	10	10	20	15	19	16	16	11	22	12	17	12	10	24
	<b>B</b>	44	49	53	45	69	29	52	47	58	56	16	17	18	23	29
	<b>C</b>	4	11	17	3	13	8	5	6	6	9	1			1	2
	<b>Credit</b>	1		1	1	1										
	<b>D</b>	4	2	2	4	6		1	2	4	5					2
	<b>Drop</b>	53	27	39	30	37	43	47	44	50	56	22	16	13	16	17
	<b>Fail</b>	11	8	7	12	15	3	6	7	4	9	3	1	1		
	<b>Incomplete to a B</b>		2													
	<b>Withdrawal</b>	15	12	13	15	6	8	16	12	15	7	2	2	3	1	1
<b>EMT 205 L</b>	<b>Credit</b>					106										
	<b>Drop</b>					54										
	<b>No Credit</b>					13										
	<b>Withdrawal</b>					2										
<b>EMT 210</b>	<b>A</b>	3		8		9	12	7		11	25					
	<b>B</b>	7		7		7	9	13	20	13	6					
	<b>C</b>	1						3		1						
	<b>Credit</b>	1		1		1	1		2		3					
	<b>Drop</b>	4	11	8	17	4	17	6	7	29	9					
	<b>Fail</b>					1	2	2								
	<b>Withdrawal</b>	1		1				1	2	1	1					
<b>EMT 218</b>	<b>A</b>	32	11	13	20		20	13	10	19	17					
	<b>B</b>	6	15	10	5		9	10	12	6	2					
	<b>C</b>		2	4	1				6							
	<b>Credit</b>		1		1						1					
	<b>D</b>		2						1							
	<b>Drop</b>	14	11	27	17		23	23	9	20	14					
	<b>Fail</b>	2	4	1	3		3	8	7	2	3					
	<b>Incomplete to a C</b>						1									
	<b>No Credit</b>										1					
	<b>Withdrawal</b>	4	5	5			3	1	6	5	9					
<b>EMT 219</b>	<b>A</b>					16										
	<b>B</b>					9										
	<b>Drop</b>					22										
	<b>Fail</b>					2										
	<b>Incomplete to a F</b>					1										
	<b>Withdrawal</b>					8										
	<b>Grand Total</b>	<b>225</b>	<b>183</b>	<b>227</b>	<b>194</b>	<b>417</b>	<b>210</b>	<b>230</b>	<b>216</b>	<b>255</b>	<b>255</b>	<b>56</b>	<b>53</b>	<b>47</b>	<b>51</b>	<b>75</b>

Age distribution of EMT courses by semester										
		Age Groups								
		16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51 - 55	56 - 60
EMT 205	Fall 2004	57	45	15	11	6	4	3	2	1
	Fall 2005	55	45	6	6	6	2	3	2	
	Fall 2006	56	51	16	10	4	2	1		
	Fall 2007	56	43	8	6	7	4			
	Fall 2008	65	51	26	11	5				
	Spring 2004	33	44	18	9	4		2		
	Spring 2005	51	53	16	6	2	2	1		
	Spring 2006	51	47	16	7	5	2			
	Spring 2007	73	41	14	6	7	3	2		1
	Spring 2008	54	68	20	10	5	2			
	Summer 2004	20	24	7	5					
	Summer 2005	18	22	6	2	2	2	1		
	Summer 2006	18	20	5		3		1		
	Summer 2007	20	20	8			2			1
Summer 2008	28	28	12	2	2	1	1	1		
EMT 205	Fall 2008	65	51	26	11	5				
EMT 210	Fall 2004	1	6	5	3	1		1		
	Fall 2005	2	6	1			2			
	Fall 2006	5	10	3	2	2	1	1	1	
	Fall 2007	4	5	5	1			2		
	Fall 2008	1	9	4	5		2		1	
	Spring 2004	4	15	12	5	1	4			
	Spring 2005	6	13	3	4	2	1	2		1
	Spring 2006	2	8	7	9		3	2		
	Spring 2007	6	16	6	1	1		1	2	
	Spring 2008	7	16	7	4	2	2	5		
EMT 218	Fall 2004	7	18	16	12	5				
	Fall 2005	9	23	13	2	2	2			
	Fall 2006	11	31	13	1	3		1		
	Fall 2007	7	23	11	2	3	1			
	Spring 2004	14	24	15	4		2			
	Spring 2005	15	19	14	3	4				
	Spring 2006	7	27	7	4	3		2		
	Spring 2007	12	28	7	4			1		
Spring 2008	7	21	11	5	2		1			
EMT 218	Fall 2008	11	23	17	4	3				
<b>Grand Total</b>		<b>858</b>	<b>1006</b>	<b>336</b>	<b>177</b>	<b>91</b>	<b>46</b>	<b>34</b>	<b>9</b>	<b>4</b>

Gender distribution for EMT courses by semester				
		Male	Female	Decline
EMT 205	Fall 2004	36	48	
	Fall 2005	34	25	
	Fall 2006	109	31	
	Fall 2007	103	26	1
	Fall 2008	129	28	1
	Spring 2004	74	36	
	Spring 2005	37	41	
	Spring 2006	107	22	
	Spring 2007	116	31	
	Spring 2008	125	33	1
	Summer 2004	40	16	
	Summer 2005	40	13	
	Summer 2006	37	9	1
	Summer 2007	43	8	
Summer 2008	55	20		
EMT 205	Fall 2008	129	28	1
EMT 210	Fall 2004	14	3	
	Fall 2005	6	5	
	Fall 2006	17	8	
	Fall 2007	14	3	
	Fall 2008	16	8	
	Spring 2004	28	19	
	Spring 2005	22	10	
	Spring 2006	21	10	
	Spring 2007	26	7	
	Spring 2008	29	13	1
EMT 218	Fall 2004	45	13	
	Fall 2005	42	9	
	Fall 2006	50	9	1
	Fall 2007	39	7	1
	Spring 2004	50	9	
	Spring 2005	44	11	
	Spring 2006	45	5	1
	Spring 2007	46	6	
Spring 2008	41	6		
EMT 218	Fall 2008	54	4	
<b>Grand Total</b>		<b>2,043</b>	<b>572</b>	<b>3</b>

Ethnic distribution for EMT courses by semester											Ethnic Groups								
		White, Non-Hispanic	Mexican, Chicano, Mexicano	Other Hispanic	Black, African-American	American Indian, Alaskan Native	Central American	Chinese	Filipino	Indian Sub-Continent	Japanese	Korean	Middle Eastern	Other Asian	Other Non-White	Pacific Islander	South American	Vietnamese	Decline to state
EMT 205	Fall 2004	71	6	6	2		3	3	2	2	2	1	1	3	3	4	1	12	
	Fall 2005	62	7	1				2	2					3	1	3	2	11	
	Fall 2006	63	7	6	1	1		1	1			2		2	2	1	1	10	
	Fall 2007	60	8	5	1	2	1	1	2		1	1		2	5	1	1	8	
	Fall 2008	32	13	5	2	2			6			3	2		2	1		1	12
	Spring 2004	65	13	6	1	1			2		1		2		1	4		3	9
	Spring 2005	74	12	3	1	3	2	1	4		1				1		1		14
	Spring 2006	68	9	2	1			2	2				1		1	3	3	1	8
	Spring 2007	86	11	5	1	1		2	2	1		2	1	3	2			4	11
	Spring 2008	88	17	6	2	1	1	1	3	2	1	1	1			2	3	1	7
	Summer 2004	23	4	4		1	3		1	1			3	2	3		1		8
	Summer 2005	26	3	1		2	1						4						3
	Summer 2006	27	3								2			1					4
	Summer 2007	22	3	3		1	1	1		1		1	1						2
Summer 2008	47	4	2		1		1	1				1		1	1		1	5	
EMT 205	Fall 2008	32	13	5	2			6				2		2	1		1	12	
EMT 210	Fall 2004	9						1					1					1	
	Fall 2005	6		1													1	2	
	Fall 2006	15	1															2	
	Fall 2007	11	2					1										2	
	Fall 2008	8	4					2	1		1			1				4	
	Spring 2004	23	5		1	1			1										3
	Spring 2005	14	7	2		1													4
	Spring 2006	15	1	1					1		1							2	1
	Spring 2007	16	1	1		2		1											3
	Spring 2008	18	6	1		2									3	1			
EMT 218	Fall 2004	31	6	2	1		1	1	2			1	1	1	1				7
	Fall 2005	19	6	5						1				1		1			6
	Fall 2006	28	7					1	1		2			1		2			5
	Fall 2007	27	2	2			1		1					1					7
	Spring 2004	33	6	1		2					2					1	1		6
	Spring 2005	27	4	1	1	2	1								2				6
	Spring 2006	23	2	1											1			1	5
	Spring 2007	31	6	1					1			1			2				2
	Spring 2008	21	6	1								2			4			1	1
EMT 219	Fall 2008	32	3	1	1		1			1	1			1		1	1	8	
<b>Grand Total</b>		<b>1,403</b>	<b>226</b>	<b>81</b>	<b>19</b>	<b>29</b>	<b>16</b>	<b>22</b>	<b>42</b>	<b>7</b>	<b>15</b>	<b>20</b>	<b>22</b>	<b>11</b>	<b>43</b>	<b>21</b>	<b>22</b>	<b>24</b>	<b>211</b>