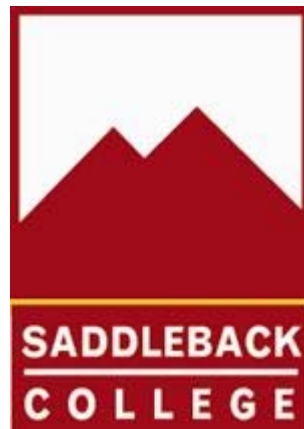


Instructional

**Saddleback College
Program Review
Paramedic Program**



Submitted on February 27, 2009

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Program Review Team Members and Approvals

Program Review Team Chair:

Barbara Penland

Program Review Team Members:

Randy Hardick
Joanna Reina

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
	Contact Program Review Chair for orientation
	Form Program Review Team
	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
	Solicit input from faculty and students
	Determine if additional research is needed
	Contact College Research Analyst if necessary
	Write Program Review report
	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

1. To prepare students to fulfill a variety of roles at the entry-level as a Paramedic.
2. To provide the students with the didactic, psychomotor, and affective domains needed to perform the duties as a Paramedic in the community.
3. By successful completion of the program, 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 Paramedic's role as a healthcare provider.

B. Historical Background and Unique Characteristics of the Program

The Paramedic program is part of the Health Sciences and Human Services Division. The Paramedic program was established in 1988 to meet the needs of the community. The college entered into a written agreement with the County of Orange to provide paramedic education for the Advanced Life Support provider agencies within the county. The Paramedic program currently offers the following three courses: PM220 – Paramedicine Theory, PM230 – Paramedic Clinical, and PM240 – Paramedic Field Internship.

C. Progress Since the Last Program Review

This is the first program review of this type.

D. Current Strengths, Opportunities, and Challenges

Strengths

1. Faculty has many years experience teaching Emergency Medical Services courses. Full time status provides the opportunity to maintain continuity in the fast paced courses.
2. Strong and positive relationships with ALS provider agencies that intern our students and employ our graduates.
3. 100% pass rate on National Registry Skills Exam.
4. 99% pass rate on licensing exam.
5. 100% of graduates gain employment in the EMS field.
6. Talented and dedicated support staff.

Opportunities

1. To develop in addition to existing courses, possible Special Topic Courses that utilize national curriculum that relates to existing courses being offered within the EMS program. These courses include” PEPP (Pediatric Education for Prehospital Professionals), BTLS (Basic Trauma Life Support), GEMS (Geriatric Education for Emergency Medical Services).
2. 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 equipment to the national standards.

Challenges

1. Courses are continually revised and updated to meet changing industry and accreditation standards.
2. Securing an adequate number of clinical skills specialists to meet the mandated ratio of 6 students to one instructor in the lab.
3. Securing adequate room space for teaching and testing skills and patient scenarios.

Section II: Review Report

A. Faculty and Staff

1. Program Director/Department Chair (full time)
2. Primary Instructor (full time)
3. Program Specialist (classified, full time)
4. Medical Director (contract, part time)
5. Clinical Skills Specialists (non-bargaining, part time)

B. Curriculum and Instruction

1. The program offers the students a course completion certificate and an Occupational Skills Award.
2. Course content is evaluated every five years and on an as-need basis. Most revisions are due to national curriculum changes and industry changes.
3. Didactic, psychomotor, and affective goals and objectives are listed in the course curriculum, textbooks, and the student course handbook. Written examinations are analyzed and revised each class.
4. Students must achieve 80% on each examination to remain in the program.
5. Continual changes in various agencies related to the practice of EMS causes changes within the instructional program (i.e. CPR updates, allowing new skill levels, discontinuation of certain skills or practices, industry demands).

C. Student Success

1. The program has a very high retention rate. The retention rate is consistently above 80% and often higher.
2. Graduates complete the licensing process with 99% success.
3. Graduates obtain jobs in the EMS field 100% of the time.

D. Facilities, Technical Infrastructure, and Resources

1. Lighting, seating, audiovisual and other amenities in the classrooms are adequate and a great improvement over the former location on lower campus.
2. Storage is adequate for equipment and supplies.
3. More space is needed to accommodate skills and scenario stations on days when a 6:1 ration is required.

4. Paramedic Program projected needs:
5. Airway mannequins to be replaced every 3-5 years
6. Cardiac monitors to be updated/replaced as new technology arrives.

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

Section III: Needs Assessment

A. Human Resource Needs

1. Full time replacement for EMT faculty member who has moved into Paramedic teaching position. The EMS department requires 3 full time teachers to adequately meet the needs of the students.

B. Instructional Needs

1. Continued support for clinical skills specialists.

C. Research Needs

1. None

D. Technical, Equipment and Other Resource Needs

1. The department needs to update the 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.
2. Equipment needs to be updated and expanded to meet the national standards.
3. Technical review of the computer set-up in the classroom and its remote mouse capabilities, sound capabilities, and Internet access.

E. Facilities Needs

1. Development of a practice laboratory for EMS students.

F. Marketing and Outreach Needs

1. None

Section IV: Appendices

A. Program Organizational Chart

Dean, Health Sciences and Human Services
 Paramedic Program Director/Department Chair
 Paramedic Program Primary Instructor
 Medical Director
 Clinical Skills Specialists
 EMS Program Specialist

B. Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years						% Change from Year 1 to Year 5
	2004	2005	2006	2007	2008	2009	
Administration							
Bargaining Classified Staff FT	1	1	1	1	1	1	0%
Bargaining Classified Staff PT	0	0	0	0	0	0	n/a
Non-Bargaining classified Staff FT	0	0	0	0	0	0	n/a
Non-Bargaining classified Staff PT	20 - 25	20-25	20-25	20-25	20-25	20-25	0%
Student Workers	0	0	0	0	0	0	n/a
Faculty FT	2	2	2	2	2	2	0%
Faculty PT	3	3	3	3	3	3	0%

C. SLO Assessment Forms

**Instructional Program
PARAMEDIC PROGRAM
September 2006**

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>College Mission: To provide access to learning opportunities that promote student success; to foster intellectual growth, individual expression, and character development; and to support a dynamic and diverse environment of innovation and collegiality.</p> <p>Paramedic Program Goal: to provide occupational curriculum in advanced life support and medical conditions to prepare students to care for patients outside the hospital in order to reduce suffering,</p>	<p>1. Graduates will be qualified for California State Licensure as a Paramedic</p>	<p>1. 70% of the graduates will pass the National Registry of Emergency Medical Technician Advanced Level Paramedic Exam</p>	<p>1. NREMT Pass Rates 2005 100%</p> <p>The national minimum acceptable pass rate is 70%.</p>	<p>1. Continue to monitor pass rate annually. Consider comparing first-time pass rates to total pass rates</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>disability, and loss of life.</p>	<p>2. Graduates will be competent EMS providers..</p>	<p>2. 90% of employers responding to the CoAEMSP Accreditation Survey will rate Saddleback College graduates 3 or higher on the employer survey evaluating knowledge base (cognitive domain) , clinical proficiency (psychomotor domain) and behavioral skills, (affective domain).</p> <p>Survey conducted no sooner than 6 months after graduation.</p>	<p>2. On a Likert Scale of 1-5, employers rated graduates:</p> <p>2005 3 on 1-5 scale</p> <p>There were no domains which showed a statistical difference among the groups.</p>	<p>2. Employers rate graduates at the average or above on all domains.</p> <p>Continue to monitor</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
	<p>3. Graduates of the program will view themselves as competent providers.</p>	<p>3. 2. 90% of graduates responding to the CoAEMSP Accreditation Survey will rate themselves 3 or higher on the graduate survey evaluating knowledge base (cognitive domain) , clinical proficiency (psychomotor domain) and behavioral skills, (affective domain).</p> <p>Survey conducted no sooner than 6 months after graduation.</p>	<p>3. On a Likert Scale of 1-5, graduates rated themselves:</p> <p>2005 3 on 1-5 scale</p> <p>There were no domains which showed a statistical difference among the groups.</p>	<p>3. Graduates scales match employers scales.</p> <p>Will survey graduates at time of graduation and again no sooner than six months.</p>

Instructional Program PARAMEDIC PROGRAM September 2007

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Instructional Program PARAMEDIC PROGRAM September 2008

I	II	III	IV	V
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Instructional Program PARAMEDIC PROGRAM September 2009

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Data Sets

D. Others