



Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program HEALTH SCIENCES/ EMERGENCY MEDICAL TECHNICIAN

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

Author: Richard Hayne

Division Chair: Emelyn Judge

Date Received by Program Review: November 2011

Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

Glendale College Emergency Medical Technician Program is designed to provide students with the opportunity and support to gain the knowledge and skills necessary to meet their education, career, and personal goals in Nursing, Allied Health, Fire Science, and Personal Enrichment. The students entering this program are from diverse backgrounds, ages, abilities, learning styles and goals. Upon successful completion of the course the student receives a certificate required to take the National Registry Emergency Medical Technician certification exam and obtain California and Los Angeles County EMT Basic Certification.

List the current major strengths of your program

1. GCC EMT program has one of the highest pass rates for NREMT in the Nation, State, and County of Los Angeles
2. We have a highly diverse and experienced teaching staff
3. We have updated and state of the art training simulators and ambulance for student learning success

List the current weaknesses of your program

1. We do not have a plan in place for repair and up keep of equipment and supplies.
2. We have a high dropout rate.
3. Lack of student preparedness for the program

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
EMT	2007-2008	49	1.2	1,291	0.0%	75.9%	65.7%	0
	2008-2009	57	1.3	1,416	0.0%	97.5%	53.8%	0
	2009-2010	70	1.2	1,836	0.0%	110.2%	58.1%	0
	2010-2011	53	2.0	845	0.0%	95.1%	60.4%	0
	% Change	+8.3%	+65.5%	-34.5%	--	+25.4%	-8.1%	--
	4-Yr. Trend	stable	increasing	decreasing	increasing	increasing	stable	Increasing

1.1. Describe how these trends have affected student achievement and student learning:

FTES: The volume of students entering the EMT program is stable. The community need for Emergency Medical Technicians is remaining stable as the economic difficulties of the times have decreased the turnover normally seen in Emergency Department and Fire Departments staffing needs. The EMT program continues to be a testing ground for those students interested in a carrier in Health Care. Approximately 40% of students entering the program are headed for a carrier in Fire Departments, 50% of the students are interested in Health care carriers and 10% are taking the class for self-preparedness and some are interested in Law Enforcement and Search and Rescue.

We are seeing an increase of older students seeking a carrier change.

However, many students entering the program are either not prepared for the quantity of material needed to be covered or have difficulty with the time management needed for the program. The new National Educational Standards for EMT require a greater depth and breadth of knowledge needed to pass the National Registry Examination. As a result more students are not completing the course. In addition some students are continuing to have problems with reading comprehension and English vocabulary.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

We are working on increasing the success rate of the students entering the program. This seems to be working as evidenced by the increasing % of success seen over the past three years. 2008-2009 53.8%, 2009-2010 58.1%, and 2010-2011 60.4%

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed? Yes or No
	n/n	%	n/n	%	n/n	%	
EMT	2	100%	2	100%	2	100%	YES

2.1. Please comment on the percentages above.

Both EMT 139 and EMT 140 have defined student learning outcomes. These outcomes are assessed each semester and at the end of the calendar year they are reviewed and assessed as a whole. They are all compared to the program outcomes which are attached to the NREMT test scores broken down into learning areas.

- 2.2. a) Please provide a **link*** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
 b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
 c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

The EMT program is setting up a SLO and SLOAC site on the college website. We are assessing each semester with a summery documented annually

- 2.3 a) Please provide a **link** to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
 b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

The list below shows test scores in each area of the National Registry Emergency Technician (NREMT) exam for each year. We have used these scores to change and improve the operation sections of the program and are looking forward to seeing positive outcomes and improvements in this area. We have changed and improved operations section of program and are looking forward to seeing outcome improvement in this area.

Topic	2007	2008	2009	2010	Sep.
				Jan- Aug	2010- 2011
Airway	62%	63%	74%	72%	67%
Cardiology	36%	66%	77%	85%	62%
Trauma	53%	61%	65%	63%	60%
Medical	40%	49%	69%	69%	73%
OB/Ped	48%	60%	73%	70%	NA
EMS Ops	57%	56%	50%	65%	54%

Sept 2010 NREMT changed to a 5 part test
Future scores will be Sep-Sep starting
Sep 2010-Sep 2011

- 2.4 Please list all courses which have been reviewed in the last academic year.
Note: Curriculum Review is required by the Chancellors Office every 6 years.

EMT 139 and EMT 140

- 2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

California and Los Angeles County EMT Basic Course Completion Certification

- 2.6 For each program that was reviewed, please list any changes that were made.

Minor changes in materials presented in Lectures and introduction of new required skills needed to meet new NREMT scope of practice and 2010 American Heart Association guidelines now required for training.

3.0. Reflection and Action Plans

- 3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

We have changed book edition to reflect the new National Standards, The EMT139 class starting in Spring and Summer of this year converted over to the new books and teaching materials in preparation for the fall EMT 140 class that continued with the new lecture and lab skills changes to meet 2010 implementation on a National, State, and Local level.
Current CPR program has been updated to meet the 2010 Heart Association Standards.
These changes will start to be measured in the NREMT testing with a new test starting January 2, 2012.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Instructors, program director and graduating students will form a focus group to identify potential improvements for student retention, successful completion and potential ways online and media integration can be improved	1. We hope to continue our current success given a change in the National Test and incorporation of new National Scope of Practice. 2. Identify way to motivate students and encourage students to spend additional study time and improved success.
California should complete and pass new state scope of practice for EMT's early in 2012. These new regulations will require a change in our program.	Development and implementation of new State and County scope of practice.
Continue to identify weak areas of instruction to improve NREMT test score areas	Airway and Cardiology are low again so we plan a focused change in those areas along with continued focus on operations. This may be difficult to measure as the NREMT test will change in January 2012.

2011 PROGRAM REVIEW

Section 4 Resource Request

**Health Sciences - EMT
Equipment Repairs and
Annual Subscription**

I:HS.EMT-1

Type of Request: ☐ Facilities/Maintenance ☐ Classroom Upgrades ☐ new space
☒ Instructional Equip. ☐ Non-Instructional Equip ☐ Conference/Travel ☐ Training
☐ Computer/Hardware ☒ Software/Licenses ☒ Supplies ☐ Other

Mandatory: Is this request for one-time funding? ☐ OR Does this request require ongoing funding? ☐

If this is a repeat request, please list the Resource ID code or year requested: _____

Mark if the following apply to this request: ☐ Health & Safety Issue ☐ Legal Mandate
☐ Accreditation Requirement ☐ Contractual Requirement

4.1. Clearly describe the resource request.

We have multiple new pieces of equipment needing repair. We have AED's that require new electrode pad over time. Current publisher and competitive publishers are moving away from test generator programs to be provided with the selected book and are changing to computerized testing programs requiring annual subscriptions.

Electrode pads are \$25.00 each need 10/yr. + sh= \$270.00

Equipment repair as needed \$1000.00/yr

Testing subscription \$800.00/yr

Amount requested \$ \$2070.00 Breakdown of cost (if applicable):

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

Currently students are using "Success for the EMT" a test prep book that has increased success of our students. That book is not current with the new National Guidelines... the publisher is replacing that book and the test generator for our current book to a computerized student interactive testing program to emulate the NREMT exam process.

This program can be used throughout the semester to cover core topics and can be used in preparation for the NREMT exam. It is key to the GCC Core competencies, such as the Information, Communication, Critical Thinking, and Application of Knowledge Competencies. This request also address the SLOs for EMT 139 and EMT 140. It will also make measuring the SLOs easier as specific questions can be earmarked for review.

Our equipment and supply cost is needed for students to work and train with working equipment and to have real testing scenarios and test kinesthetic skills.

4.3. What measurable outcome will result from filling this resource request?

- 1) Improved pass rates for NREMT exam per year
- 2) Better class test scores
- 3) Less attrition per class

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						
	Adequately supported						X
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: Academic Affairs						Prioritization Score	

Rev. 10.31.11