INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Health, Workforce & Kinesiology
Program: C.S. EMT, C.S. EMT Refresher
Current Academic Year: 2021-2022
Last Academic Year CPPR Completed: 2018-2019   **Current Date:** February 7, 2022

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I.   GENERAL PROGRAM INFORMATION

Program Mission (optional)

The mission of the Cuesta College EMT Program is to provide the highest educational standards for students preparing to become prehospital care providers in a supportive learning environment. We strive to teach our students the highest quality of prehospital emergency care, with the expectation that each will practice the same standard of excellence that we hold for ourselves.   We aspire to impart the importance of providing professional, non-discriminatory care for all people in their time of crisis. Our goal is to have our graduates enter their public servant careers as competent, ethical, and confident entry-level health care practitioners who are committed to professional development through lifelong learning.

Brief history of the program

Based on community need, Cuesta began offering Emergency Medical Services courses in the early 1970's; successfully preparing students to enter the workforce as trained prehospital care providers. Our EMS offerings have developed and evolved by adjusting and adapting to meet the needs of our community and to stay current with the changing requirements of state and national standards.

Our Emergency Medical Technician (EMT) program; offering basic, refresher and other

pre-hospital support courses, has thrived for more than 35 years. The EMT courses have consistently been in high demand; maintaining high enrollment, retention and success rates.

Many changes have occurred in the Nursing and Allied Health Division since 2006. The Department went from having one Director of Nursing and Allied Health overseeing all of the programs to now having a Division Chair who manages and facilitates curriculum and faculty matters, a Director of Nursing who oversees the Registered Nursing, Licensed Vocational Nursing and Certified Nursing Assistant programs and a Director of Allied Health who oversees the EMS (EMT and Paramedic), MAST (Medical Assisting and Phlebotomy), and Psychiatric Technician programs.

Include significant changes/improvements since the last Program Review

Since our last CPPR our program was under the direction of an Assistant Director of Allied Health. That position has now been vacant for the past 2 years. We now have a F/T faculty in the EMT program and the Paramedic Program now has a P/T faculty member who has the additional non-instructional role of program director (this is also a PT 12-month position). This has allowed for the addition of a 3rd section of the EMT program offered in both spring and fall. The program has also made it to the 4th position for faculty prioritization and we are hoping to add another FT faculty to EMS Programs in the next year.

It is important to note that the COVID pandemic has made a significant impact on the EMT program as we have had to adjust our program multiple times over the past 2 years and have seen enrollment fluctuate considerably.

List current faculty, including part-time faculty

Heather Tucker F/T

Dennis Rowley P/T

Tim Hallmark P/T

Jeremy Glass P/T

Deborah Jones P/T

Julie Senter P/T

Mike Smiley P/T

Emily Torlano P/T

Describe how the Program Review was conducted and who was involved

F/T faculty member solicited feedback from P/T faculty as well as a review of our EMS Advisory Committee's feedback and program input.

II. **PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

Identify how your program addresses or helps to achieve the District's Mission Statement.

Our programs embrace the mission of this institution as we serve the needs of our diverse community by training public servents who return to the community as first responders providing emergency medical services in the prehospital environment.

Our students come from many different ethnic and cultural backgrounds, span the age spectrum, and we have a large population of veteran's in our programs. We also challenge the non-traditional workforce as we have seen a steady increase in the number of women seeking and completing their educational and professional goals within our programs.

The students of our programs are able to immediately apply the skills they have acquired as the certificates earned in our programs lead to employment in our community. We also have students come back to our programs for further education as we offer an AS degree path (transferrable) with our Paramedic program and are also able to assist students in maintaining their certifications with refresher courses.

Our students are prepared both academically and professionally to return to their communities with skills, knowledge and confidence to be employed to pursue further educational goals.

Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](), and/or operational planning initiatives.

Institutional Goal 1: Completion

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Our programs are focused on helping our students succeed. Our students are able to quickly meet their educational goals and we have a high rate of completion within our programs, especially with our EMT certificate program which takes a single 18-week semester to complete. These students often come back to further their education in pursuit of a Paramedic AS degree.

Institutional Goal 2: Access

Increase student access to higher education.

Our programs serve under-served populations as we have seen a steady increase in the number of women and Veterans in our programs, a non-traditional population in the workforce.

Institutional Goal 3: Partnerships

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

We have many long-standing community partnerships in our programs that have actively supported this institution. Our partnerships include local public service entities, local medical facilities and partnerships with local government regulatory bodies. Our outreach efforts have targeted local highschool with involvement of our faculty in our local SkillsUSA competetions, speaking at local highschools in their healthcare career classes, participating in campus events to incude si se puede, Cuesta Promise Day and other CTE focused events. We have also opened communication channels

with our local Veteran's organizations so that we may better serve our Veteran students within our programs.

Institutional Goal 4: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

We support this insitutional goal by having sought and received funding for our envisioned high-fidelity simulation lab to further inspire and prepare our students for the technologically advanced workforce that they are entering. We believe that offering this experience within our programs will attract students to our campus even from outside the area furthering the diversity within our programs.

Identify how your program helps students achieve [Institutional Learning Outcomes](#).

Personal, Academic, and Professional Development

a. Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development

b. Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being

c. Demonstrate the professional skills necessary for successful employment

Students of the EMS programs at Cuesta are able to demonstrate that they have obtained the skill sets necessary for employment as well as the decision-making ability that demonstrates positive lifestyle choices as they are evaluated in the field setting as part of our program by professionals in the industry and our students are often hired directly in to the local workforce

Critical Thinking and Communication

a.   Analyze and evaluate their own thinking processes and those of others

b.   Communicate and interpret complex information in a clear, ethical, and logical manner.

Technological and Informational Fluency

Recognize when information is needed, and be able to locate, evaluate, and utilize diverse sources effectively and ethically

Cuesta EMS students are challenged in all phases of our programs to demonstrate that they are able to utilize critical thinking processes to quickly and definitively analyze emergency situations in order to mitigate them. This requires students to communicate clearly and effectively and in an ethical manner utilizing many different technological tools and within diverse populations.

III. **PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**
     General Enrollment (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Enrollment

Department: Emergency Medical Services **Course:** Multiple values **Dual Enrollment:** All **Prison:** All

Emergency Medical Services Enrollments

Academic Year	Enrollments
Academic Year 2016 - 2017	139
Academic Year 2017 - 2018	159
Academic Year 2018 - 2019	192
Academic Year 2019 - 2020	191
Academic Year 2020 - 2021	145

% Change - Overall College Enrollments

Academic Year	% Change
Academic Year 2016 - 2017	
Academic Year 2017 - 2018	1.85%
Academic Year 2018 - 2019	2.52%
Academic Year 2019 - 2020	0.49%
Academic Year 2020 - 2021	-12.50%

% Change - Emergency Medical Services

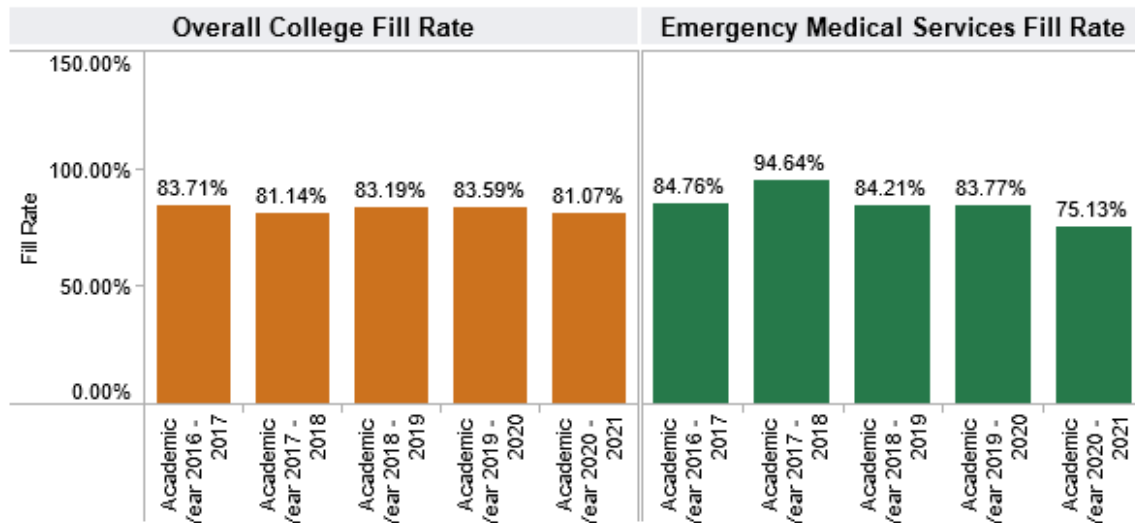| Academic Year	% Change
Academic Year 2016 - 2017	
Academic Year 2017 - 2018	14.39%
Academic Year 2018 - 2019	20.75%
Academic Year 2019 - 2020	-0.52%
Academic Year 2020 - 2021	-24.08%

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Our dip in enrollment can be attributed to several pandemic factors: we had to reduce our course cap in each section from 30 to 24 to safely conduct our course on campus as well as to shift from actual clinical rotations to virtual, several students (especially early on) were faced with housing insecurity and/or were called to work during the pandemic.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Emergency Medical Services ▼   **Course:** (Multiple valu... ▼   **Dual Enrollment:** (All) ▼   **Prison** (All) ▼

Overall College Fill Rate

Academic Year	Fill Rate
Academic Year 2016 - 2017	83.71%
Academic Year 2017 - 2018	81.14%
Academic Year 2018 - 2019	83.19%
Academic Year 2019 - 2020	83.59%
Academic Year 2020 - 2021	81.07%

Emergency Medical Services Fill Rate

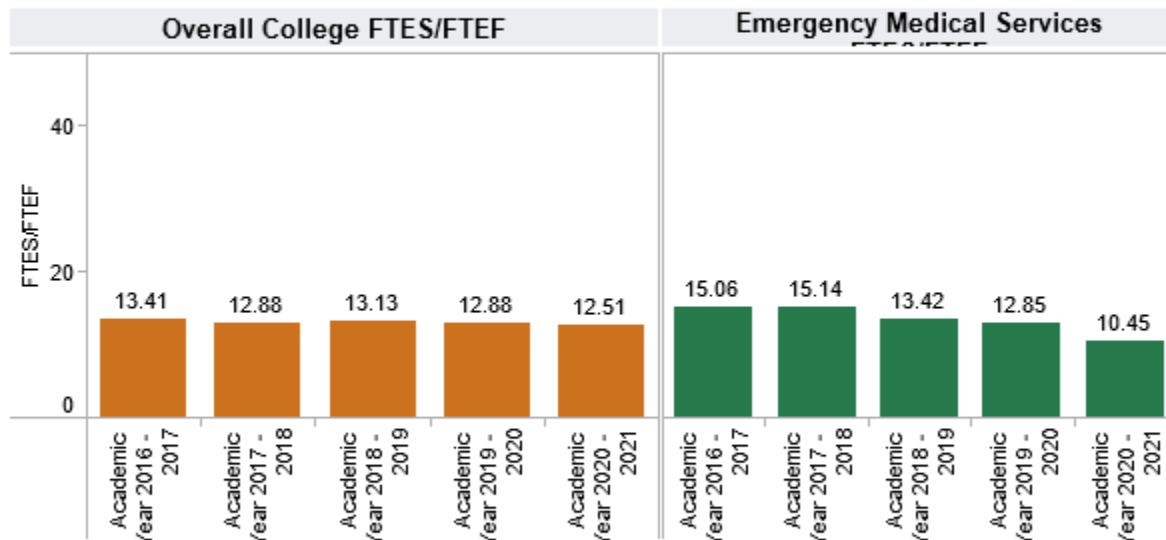| Academic Year	Fill Rate
Academic Year 2016 - 2017	84.76%
Academic Year 2017 - 2018	94.64%
Academic Year 2018 - 2019	84.21%
Academic Year 2019 - 2020	83.77%
Academic Year 2020 - 2021	75.13%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

As noted above the pandemic led to an overall decline in course attendance which impacted fill rates even though we reduced the course cap. We did see an increase in enrollment after returning to 100% in-person and raising the cap back to 30 in two out of our three sections spring 2022 (time of this report). We are hopeful that this upward trend continues.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Emergency Medical Services ▼	(Multiple valu... ▼	(All) ▼	(All) ▼

Overall College FTES/FTEF

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021
13.41	12.88	13.13	12.88	12.51

Emergency Medical Services FTES/FTEF

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021
15.06	15.14	13.42	12.85	10.45

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The pandemic has also impacted our efficiency as the course still requires the same staffing to meet state required hours and ratios for labs. We are again hopeful that the current upward trend holds as we move away from the impacts of the pandemic.

7 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 7, 2022

SLOCCCD Program Review Data: Successful Course Completion

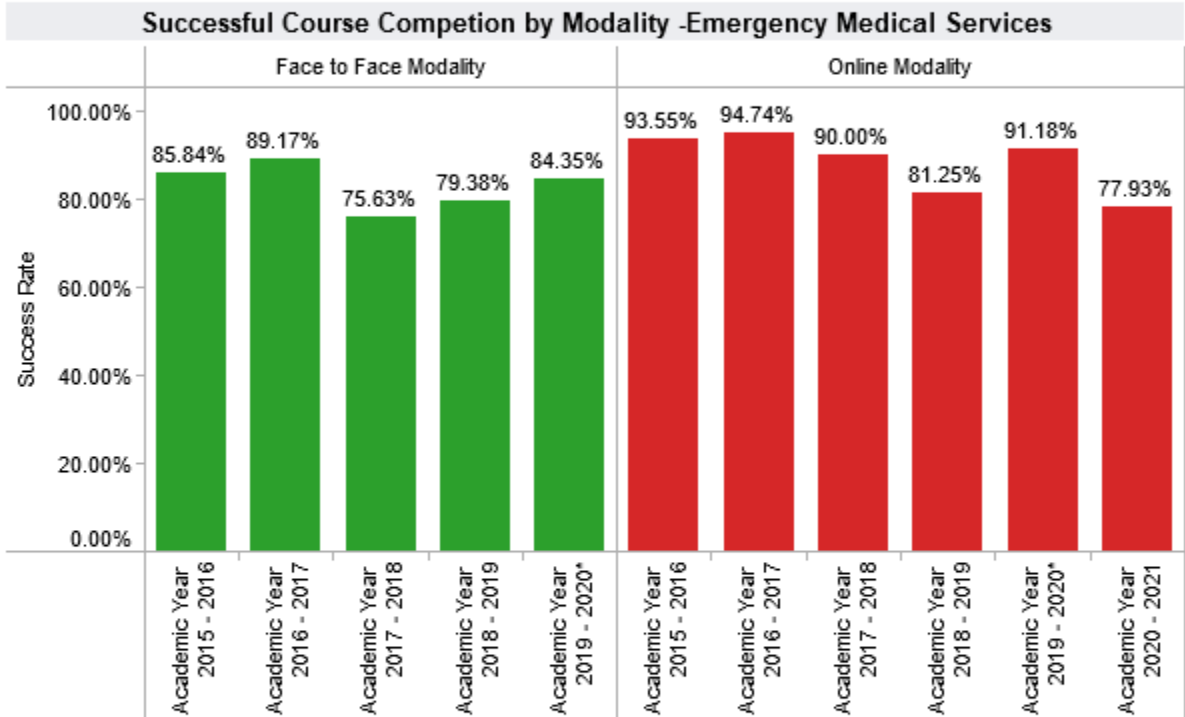**Select Department:**
Emergency Medical Services ▼

Course:
(Multiple values) ▼

Legend:
🟩 Face to Face Modality
🟥 Online Modality

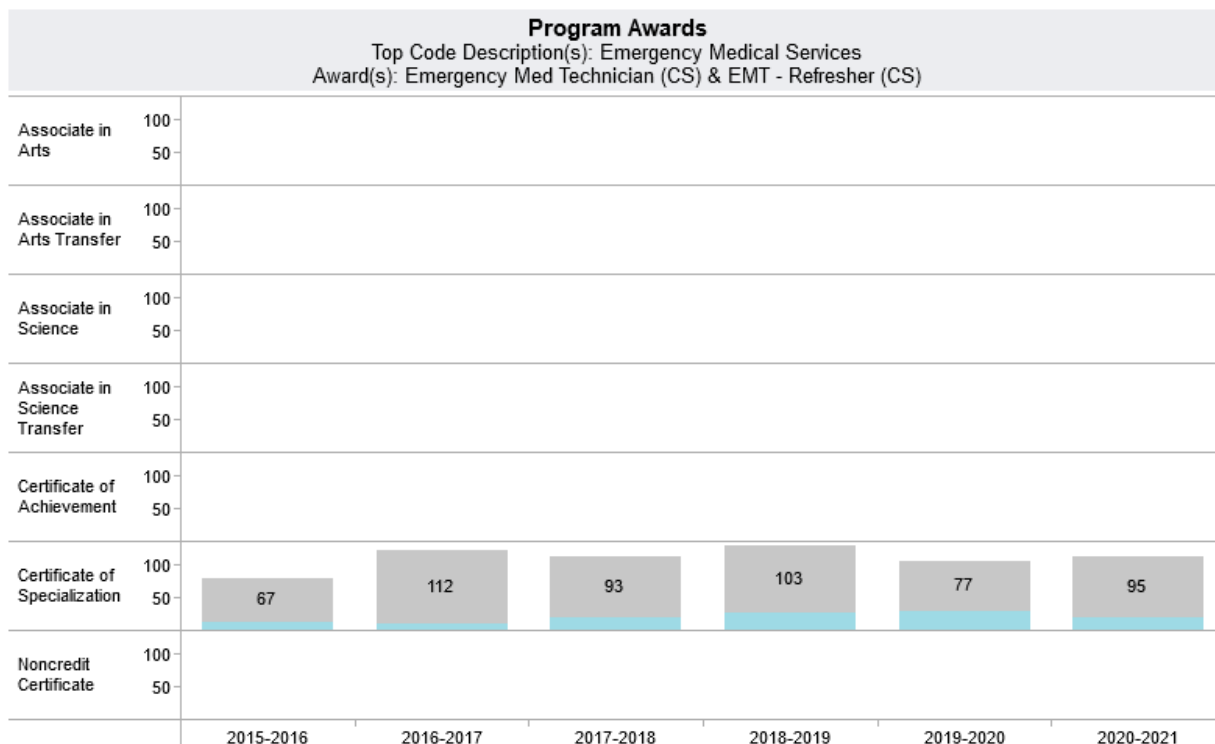### Successful Course Completion by Modality - Emergency Medical Services

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	85.84%	89.17%	75.63%	79.38%	84.35%	
Online Modality	93.55%	94.74%	90.00%	81.25%	91.18%	77.93%

Successful Course Completion by Modality Table - Emergency Medical Services

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	91.97%	93.77%	86.61%	82.63%	91.27%	92.19%
	Total Department Enrollm..	252.0	290.0	242.0	190.0	282.0	66.0
Online Modality	Department Success Rate	93.55%	94.74%	90.00%	81.25%	91.18%	81.87%
	Total Department Enrollm..	31.0	19.0	40.0	32.0	37.0	193.0

The move to online lecture (shown above as online modality) at the start of the pandemic led to a marked decline in our overall success rate. This course is difficult to teach and most difficult to learn in the hybrid manner. Although our overall course success rate dropped (especially at the start of the pandemic) those students who did successfully complete went on to successfully complete their national/state certification requirements (data table later in report). We are confident that our return to fully in-person learning will restore previous successful completion percentages.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Emergency Medical Services ▼

Award Type:
(Multiple values) ▼

Program Awards
Top Code Description(s): Emergency Medical Services
Award(s): Emergency Med Technician (CS) & EMT - Refresher (CS)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts						
Associate in Arts Transfer						
Associate in Science						
Associate in Science Transfer						
Certificate of Achievement						
Certificate of Specialization	67	112	93	103	77	95
Noncredit Certificate						

Program Awards Table

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Certificate of Specialization	Emergency Med Technician (..	67	112	93	103	77	95
	EMT - Refresher (CS)	12	9	19	26	29	18
	Total	79	121	112	129	106	113
Grand Total		79	121	112	129	106	113

Program Awards: The number of degress and certificates awarded by program type

The overall certificates awarded include reflect those sections that had a temporary reduction in cap (from 30 to 24) as well as decreased EMT-Refresher course participants (the state had granted a temporary hold on the requirements to recertify in order to allow healthcare providers to continue working during the pandemic. We were one of few programs to offer in-person skills verification for recertification but still saw lower numbers than in years past. We anticipate an increase in overall program certificates awarded this academic year as we have returned to a coure cap of 30 in all EMS 201 sections.

SLOCCCD Program Review Data: Successful Course Completion
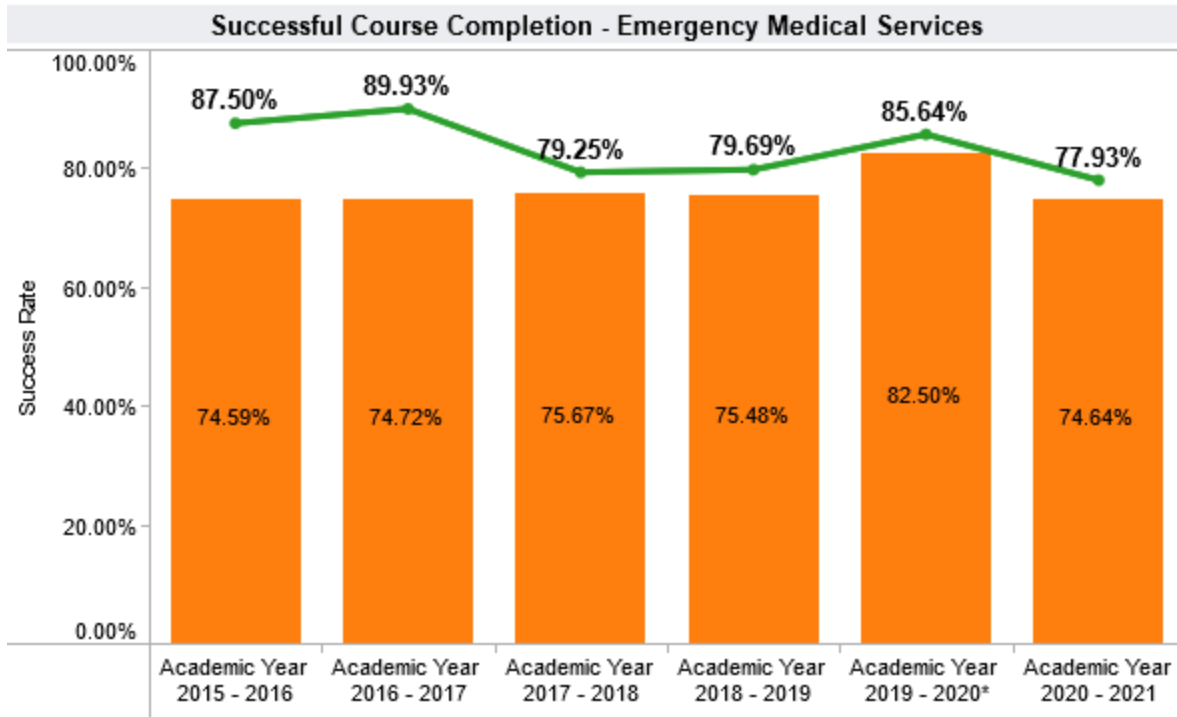
Select Department:
Emergency Medical Services ▼

TERM
(All) ▼

Measure Names
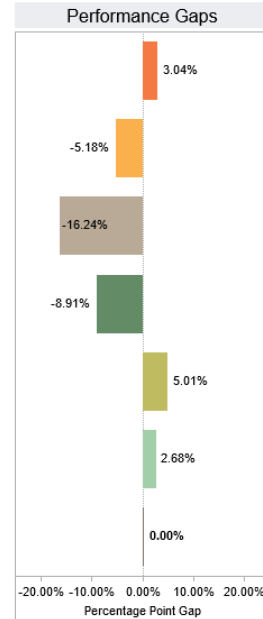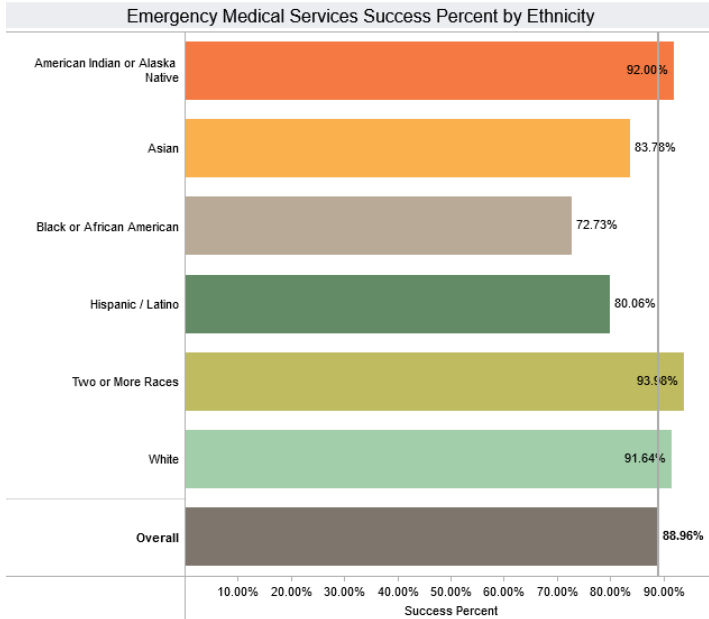🟩 Department Success Rate
🟧 Overall College Success ...

COURSE
(Multiple valu... ▼

Successful Course Completion - Emergency Medical Services

Academic Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020*	2020-2021
Department Success Rate	87.50%	89.93%	79.25%	79.69%	85.64%	77.93%
Overall College Success	74.59%	74.72%	75.67%	75.48%	82.50%	74.64%

Emergency Medical Services Success Rate Table

	Academic Year 2015 – 2016	Academic Year 2016 – 2017	Academic Year 2017 – 2018	Academic Year 2018 – 2019	Academic Year 2019 – 2020*	Academic Year 2020 – 2021
Department Success..	87.50%	89.93%	79.25%	79.69%	85.64%	77.93%
Total Enrollments	144	139	159	192	191	145

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The overall decline in enrollment coupled with the shift in spring 2020 to a hybrid format of our EMS 201 (EMT) sections and reduced cap sizes resulted in many students either dropping late in the program or being unable to successfully complete the course. We anticipate a return to historic enrollment and successful completion numbers this academic year.

Successful Course Completion by Student Subpopulation

Emergency Medical Services Success Percent by Ethnicity

Ethnicity	Success Percent	Performance Gap
American Indian or Alaska Native	92.00%	3.04%
Asian	83.78%	-5.18%
Black or African American	72.73%	-16.24%
Hispanic / Latino	80.06%	-8.91%
Two or More Races	93.98%	5.01%
White	91.64%	2.68%
Overall	88.96%	0.00%

Academic Year: (All)
Department: Emergency Medical S...
Region: (All)
Enroll Status: (All)
Dual Enrollment: Not Dual Enrollment
Prison: (All)
Disaggregate By: Ethnicity
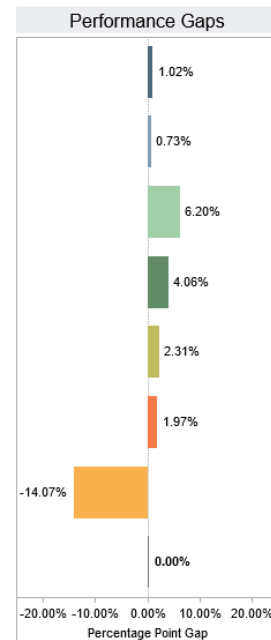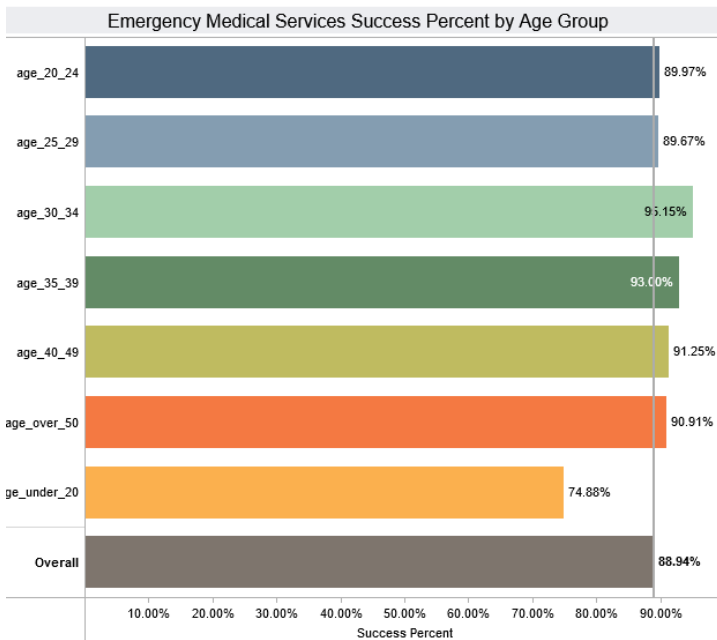
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Emergency Medical Services Success Percent by Age Group

Age Group	Success Percent	Performance Gap
age_20_24	89.97%	1.02%
age_25_29	89.67%	0.73%
age_30_34	95.15%	6.20%
age_35_39	93.00%	4.06%
age_40_49	91.25%	2.31%
age_over_50	90.91%	1.97%
age_under_20	74.88%	-14.07%
Overall	88.94%	0.00%

Academic Year: (All)
Department: Emergency Medical S...
Region: (All)
Enroll Status: (All)
Dual Enrollment: Not Dual Enrollment
Prison: (All)
Disaggregate By: Age Group

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

This course typically attracts young adults right out of high school or in the midst of their college careers (we have many Cal Poly student in our EMS 201 course). The data shows a disparity of roughly 10-15% in Age <20 (14.07%), low-income (9.54%), 1st gen (9.68%), promise students (12.28%).

We are beginning to see more ethnic diversity in our courses as highschool pathway programs are creating more opportunity for career exploration early on. We will continue to engage our local highschools and work with our dual enrollment program to ensure those students coming right out of high school are counseled and are academically prepared for the rigor of this fast-paced program.

Other Program Data

Certified Emergency Medical Technician											
Report Year		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Cohort: Cuesta College		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Emergency Medical Tech	N	60	57	85	58	54	70	68	73	95	76	63
NREMT Pass Rate	%	73.0%	85.0%	90.0%	76.0%	87.0%	89.0%	81.0%	92.0%	84.0%	82.0%	86.0%
Total Cohort	N	82	67	94	76	62	79	84	79	113	93	73
		SLOCCCD SET STANDARD										
		EMERGENCY MEDICAL TECH		63.0%								

As mentioned above regarding overall success rates, our program continues to see above-average (state and national comparison) first-time and overall success rates for the National Registry certification exam (which California uses as their certification exam). It is also to be noted that these numbers do not match our certificates awarded for any given year as students who successfully complete our program and are awarded a completion certificate have 2 years to attempt/complete the National Registry exam. The chart above shows our program success rate for each academic year and the chart below shows overall success since the last CPPR.

12 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 7, 2022

Report Date: 2/7/2022 4:28:54 PM

Report Type: Program Report (CA-40003)

Registration Level: EMT

Course Completion Date: 2nd Quarter 2018 to 2nd Quarter 2021

Training Program: Cuesta College Allied Health-EMT (CA-40003)

View Legend | Printer-Friendly Version

Show All | Show Only Percentages | Show Only Numbers

The results of your report request are as follows:

Attempted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
322	74% (239)	85% (274)	85% (275)	0% (0)	8% (27)	6% (20)

Attempted the exam: Number of graduates that make at least one attempt at the exam.

First attempt pass: Number and percent of those who attempt the exam that pass on the first attempt.

Cumulative pass within 3 attempts: Number and percent of those who attempt the exam who pass on the first, second, or third attempt.

Cumulative pass within 6 attempts: Number and percent of those who attempt the exam who pass on the first, second, third, fourth, fifth, or sixth attempt.

Failed all 6 attempts: Number and percent of those who fail the exam six times.

Eligible for retest: Number and percent of those who failed their last attempt, but remain eligible for retest (less than six attempts, less than two years from course completion.)

Did not complete within 2 years: Number and percent of those who fail their last attempt and are no longer eligible for retest (more than two years from course completion.)

13 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 7, 2022

CURRICULUM REVIEW GUIDE and WORKSHEET

Courses and Programs

Current Review Date: Feb 2022

Reviewer: Heather Tucker

1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
102	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
103	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: FALL 2021
201	yes / no	no / yes: date	no / yes: FALL 2018	no / yes: date	no / yes: date

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified
EMS 103	No program impact	N/A

2. Course Review

- Please review the current CurricUNET CORs for <u>all</u> active courses in your program for currency and accuracy and annotate the items below.

14 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 7, 2022

- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

	Course Number	EMS 102	EMS 201		
1.	Effective term listed on COR	Date: Sp 2017	Date: Fall 2018	Date:	Date:
2.	Catalog / schedule description is appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
3.	Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
4.	"Approved as Distance Education" is accurate (and new addendum complete)	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
5.	Grading Method is accurate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
6.	Repeatability is zero	yes / no[4] (can repeat)	yes / no[4]	yes / no[4]	yes / no[4]
7.	Class Size is accurate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
8.	Objectives are aligned with methods of evaluation	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
9.	Topics / scope are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
10.	Assignments are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
11.	Methods of evaluation are appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
12.	Texts, readings, materials are dated within last 5 years	yes / no[3]	yes / no[3]	yes / no[3]	yes / no[3]
13.	CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
14.	Degree / Certificate information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
15.	Course Student Learning Outcomes are accurate	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
16.	Library materials are adequate and current *	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]

[1] If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

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[2] If no, a major modification is needed in the <u>current</u> term. (For increase in class size, see your curriculum representative for details.)

[3] If no, a minor modification is needed in the <u>current</u> term.

[4] If no, contact the Curriculum Chair or Curriculum Specialist.

3. Programs
- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Emergency Medical Technician Refresher *Certificate of Specialization*	Yes	No	No	No
Emergency Medical Technician *Certificate of Specialization*	Yes	No	Yes Fall 2021	No

4.

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5. Program Review

- Review the CurricUNET "Program of Study" outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Emergency Medical Technician Refresher	yes / no*	yes / no*	yes / no**
Emergency Medical Technician	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

6. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

Course Number	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
102	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

201	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

.,;

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
Emergency Medical Technician Refresher	modify	modify	modify	modify	modify	modify	modify	modify	modify	modify
Emergency Medical Technician	modify	modify	modify	modify	modify	modify	modify	modify	modify	modify

cm revised 11/08/16

Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives

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- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

Attach or insert the assessment calendar for your program for the next program review cycle.
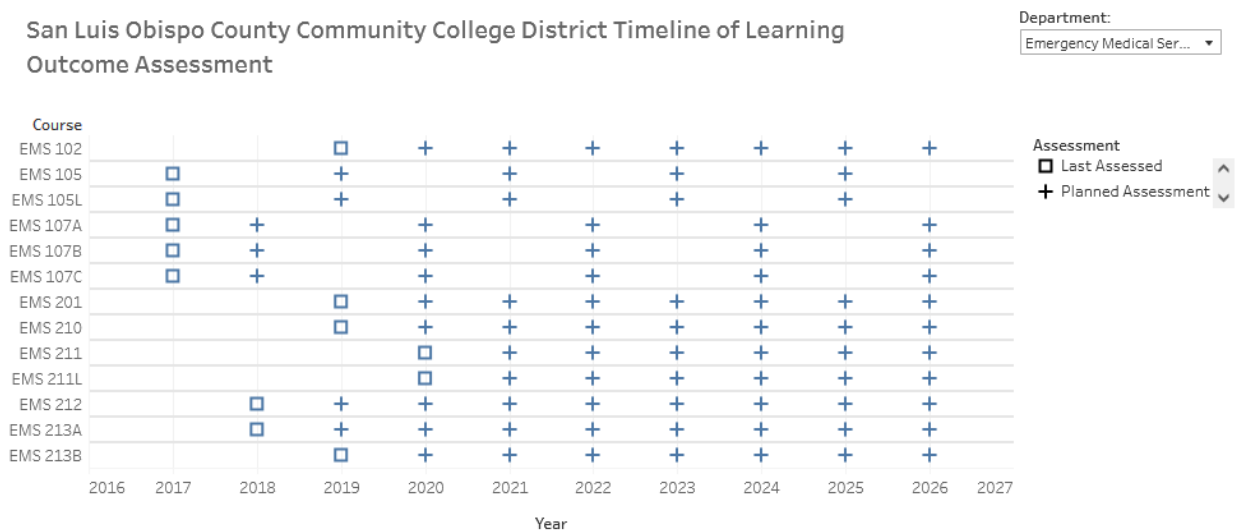
Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

All assessments have been completed and presented. Our programs present SLOAs in the fall of each year. Any program changes as a result of the review are made in the spring. The above chart does not accurately reflect assessments completed.

Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

CS_EMT_REFR

	PLO	Start Date	End Date	Outcome Explorer
☐	Demonstrate knowledge of content taught in this course	08/17/2015	Not specified	
☐	Demonstrate required proficiency in skill performance	08/17/2015	Not specified	

CS_EMT

	PLO	Start Date	End Date	Outcome Explorer
☐	Demonstrate and apply ethical, competent, and safe patient care within the scope of practice for an EMT	08/17/2015	Not specified	
☐	Demonstrate the knowledge/skills necessary to become nationally and state certified by passing the National Registry Emergency Medical Technician Exam	08/17/2015	Not specified	

Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Artistic and Cultural Knowledge and Engagement

	ILO	Start Date	End Date	Outcome Explorer
☐	Identify, create, or critique key elements of inspirational art forms	08/17/2015	Not specified	⊘
☐	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	08/17/2015	Not specified	⊘

Critical Thinking and Communication

	ILO	Start Date	End Date	Outcome Explorer
☐	Analyze and evaluate their own thinking processes and those of others	08/17/2015	Not specified	⊘
☐	Communicate and interpret complex information in a clear, ethical, and logical manner	08/17/2015	Not specified	⊘

Personal, Academic, and Professional Development

	ILO	Start Date	End Date	Outcome Explorer
☐	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development	08/17/2015	Not specified	⊘
☐	Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	08/17/2015	Not specified	⊘
☐	Demonstrate the professional skills necessary for successful employment	08/17/2015	Not specified	⊘

Scientific and Environmental Understanding

	ILO	Start Date	End Date	Outcome Explorer
☐	Draw conclusions based on the scientific method, computations or experimental and observational evidence	08/17/2015	Not specified	⊘
☐	Construct and analyze statements in a formal symbolic system	08/17/2015	Not specified	⊘
☐	Analyze the relationship between people's actions and the physical world	08/17/2015	Not specified	⊘

Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

No program changes made since the last CPPR based on SLO assessment. Program changes made were due to state required (Title 22) regulatory changes to course content and hours.

Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet.

Program Resource Needs Input_2022						
Item description	Program	Cost	Site	New or replacement	Need: immediate, intermediate, long-term	Justification
Program Director (Permanent FT)	Para	100K/Yr	SLO	New	Intermediate	Program requirement ==Note: partially funded with a PT PD==
EMS Faculty F/T Tenure Track	Para	65K/Yr	SLO	New	Intermediate	EMS programs have, on average, 114 students per semester and are in need of additional faculty to support students and improve retention and potential program growth
Lab / Sim Tech	Shared with N&AH programs	60K	SLO	New	Long-term	Previously on unit plan. To better serve students we would like to have planned and coordinated labs to facilitate both maximum lab time as well as inter-program sim labs
EKG Calipers	Para	$225 ($8.95/ea)	SLO	New	Immediate	Instructional material need for teaching EKGs in the Paramedic Program.
AV Remotes	Shared EMS	$275(8 x appr $33/each)	SLO	New	Intermediate	PT faculty teaching in multiple classrooms on both campuses have

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							requested AV remotes for individual checkout
Tactical EMS Training Kit (Triage Tags, Victim Cards)	Shared EMS	$555.00 (Kit – 2x $115, Tags – 2x 100, Cards – 2 x 62.50)	SLO & NC	New	Immediate		Title 22 regulation updated requiring mandatory Tactical EMS hours in our courses. These supplies support that training.

V. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

Institutional Goals and Objectives: Cuesta EMS programs supports the mission of Cuesta College by delivering quality pre-hospital medical services education in support of our local community fostering students into the workforce after just one semester of education (EMT program), supporting their continued certification with refresher training (EMT Refesher program) and continuing and advancing their technical skills and education (Paramedic Program/AS in Paramedicine). Students are given opportunities locally to complete clinical internships with local businesses that hire our students.

Institutional Learning Outcomes: See program mapping chart above

Program outcomes: See PLO chart above

Indicate any anticipated changes in the following areas:

Curriculum and scheduling: There is a potential for human trafficking education to be added to our EMS courses based on pending state legislature (bill currently on the docket). This would require a minimum of 20 minutes of education added to the curriculum. Scheduling should not be impacte with this minimal addition.

Support services to promote success, persistence and retention: We continue to look for ways to support the college and incoming students with participating in outreach events. We also work closely with DSPS, Veterans Services and other college services to support our students during while they are enrolled in our programs and actively counsel our students during the program to assist them with employment once they complete.

Facilities needs: We are still in need of the replacement of classroom space lost with the construction of the new 2600/2700 building. We are not able to grow programs with the current limit on space as we compete with space for lecture and labs with other Nursing and Allied Health Programs. A

dedicated lab space that allows for lab preparation and less movement of simulation equipment (which leads to more wear and tear) would be ideal.

Staffing needs/projections: We have increased our placement on the faculty prioritization list from #10 last year to #4 this year. We hope to retain or gain position next year so that we can have funding for that position. We are in need of another FT faculty as well as a fulltime and permanent director over the EMS programs. These positions will allow for the growth of our programs as we seek to add a summer hybrid EMT course, a summer EMT Refresher course and a 2nd Paramedic cohort annually.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

We feel strongly that we will recover the lost FTES that has been a result of the pandemic. We will continue to recruit in local highschools, support our local agencies seeking training for their personnel and continue to plan for more sections in the future as we are able with space and staffing.

VI.   END NOTES

Our EMT programs have students working in local hospitals, for private and public ambulance services as well as with SLO County Parks, CALFIRE and municipal fire services within our county and have recently had students who graduated since the last CPPR gain employment in North Carolina, Oregon and Washington state.

VII.   After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 13, 2022.

Dean's Comments:

Strengths:

The program continues to have a higher than average pass rate, particularly in response to the institutional set standard for the percent of students expected to pass (set standard was 63%) and the pass rate for licensure is significantly higher than that every year.

Challenges:

As with many other college programs, addressing gaps in success rates within groups, particularly for Black or African Americans, warrants pursuit of professional development in equity work. I appreciate that the program faculty reviewed this data and included it in the program review. I recommend seeking out professional development to continue work in addressing and minimizing gaps.

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Considerations:

It is noted that the course EMS 102 will be updated in Fall 2022 to update the course description.

The pandemic has had significant upheaval on all education programs, but particularly those in the medical field. The fill rate and efficiency fell as a result of limiting the number of students to align with health and safety standards.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program.
If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Monica Millard

Division Chair/Director Name	Signature	Date

Heather Tucker   01 March 2022

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found by clicking this link.

Worksheet A
2021-2022 "Math & Sciences" CLUSTER RANKING

POSITION	CLUSTER RANK
Medical Assisting (MAST, not Phlebotomy)	1
Health Education (HEED only)	2
Physics (PHYS)	3
Emergency Medical Services (EMS, both EMT and Paramedic)	4
Coach (ATHL/KINE/KINA)	5
Biology (BIO)	6

Note: "1" represents the highest ranking.

Worksheet B.1
OBJECTIVE DATA FOR TEACHING FACULTY

Position: *Emergency Medical Services (EMT, EMS, Paramedic)*

Data provided by Institutional Research; some data may be the same. Percentages of weighting are determined annually by Faculty Prioritization Subcommittee.

%		DATA	SEMESTER					
			Fall 2018	**Spring 2019**	**Fall 2019**	**Spring 2020**	**Fall 2020**	**Spring 2021**
25%	1	*Projected PT/FT load ratio by discipline (if position were hired)*	1.610 (2020: 0.840)					
25%	2	*# PT Faculty (duplicated headcount for previous Fall and Spring) / # FT Faculty (duplicated headcount for next Fall and Spring if hired)*	# FT: 16 (18) # PT: 62 Ratio: 3.444 (2020: 1.5)					
25%	3	*Fill rates by discipline*	78.95%	87.68%	74.76%	89.86%	67.86%	81.82%
25%	4	*FTES/FTEF by discipline*	12.41	13.08	16.02	13.01	13.84	11.12
	5	*Difficulty in Hiring Part-Time Matrix*						

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Worksheet B.3
OBJECTIVE CRITERIA: RANKING SUMMARY

POSITION	OBJECTIVE CRITERIA 1	OBJECTIVE CRITERIA 2	OBJECTIVE CRITERIA 3	OBJECTIVE CRITERIA 4	TOTAL
Biology (BIO)	14.13909314	11.24748056	20.64143882	22.80887012	68.84
Coach (ATHL/KINE/KINA)	14.64460784	13.36812554	15.46678449	17.34424498	60.82
Emergency Medical Servs (EMS, EMT, Paramedic)	24.6629902	24.79124676	21.26520428	14.67793031	85.40
Engineering (ENGR)	19.83762255	25	18.71556295	15.43030623	78.98
English (ENGL)	11.85661765	8.305499568	24.57116124	17.09345301	61.83
Health Education (HEED)	25	13.36812554	22.07350036	21.02692714	81.47
Journalism (JOUR)	17.11090686	13.3674057	13.39536334	10.6124604	54.49
Medical Assisting (MAST, not Phlebotomy)	10.84558824	24.79124676	21.65765672	9.054910243	66.35
Physics (PHYS)	9.926470588	6.855024475	21.62906747	24.36642027	62.78
Political Science (POLS)	7.077205882	11.99683271	25	25	69.07
Welding (WELD)	22.59497549	25	22.6478844	13.79355861	84.04

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<u>**WORKSHEET C.1**</u>

Faculty Position Rationale Worksheet

Division/Cluster: _HAWK/Nursing & Allied Health_____ **Position:** _Paramedic_____

- What type of position: ____X____ new position _____ replacement

- Was this position requested in the APPW or CPPR? ___X___ yes _____ no (If no, then please explain why _____)

- Are there any regulatory or safety requirements ___X_____ yes _____ no

---

Detailed Answers: Referring to your current APPW or CPPR, respond to each question below with a maximum of 150 words each. The bullets within each section are prompts to consider; choose those relevant for this position.

1. College Enhancement/Need: How will this position enhance the college? Consider:
- the impact on other college programs
- number of degrees and certificates completed in last three years/job placement
- success and course completion rates
- how the position addresses current college and statewide initiatives
- What does this position offer to support student success and the student funding formula?
- How does this position affect the fiscal viability of the college?

A new full-time Paramedic faculty is needed to successfully maintain and promote EMS expansion. These programs offer the opportunity to increase the percent of exiting CTE students as well as the number of students who acquire certificates and skills sets to prepare them for in-demand jobs which align with CCC System-Wide Goals 1 and 4 of the Vision for Success plan. EMS has seen a steady increase in enrollment and although there has been an impact due to COVID, we anticipate a steady increase as students adjust to healthcare policies related to the pandemic. EMS only has 1 FT faculty who is at load capacity and the part-time faculty who leads and teaches in the Paramedic program is also the director further limiting teaching load. The program currently is staffed with PT faculty with variable availability from semester to semester making scheduling difficult for this 39.0 unit 1-year program.

The Paramedic program needs a curriculum revision to incorporate preparatory courses to promote student retention and completion. This revision would provide the opportunity for less remedial training and decrease attrition. The EMT program serves as a 'feeder' to the Paramedic program and thus there is also a need to have a dedicated paramedic faculty who can assist with the recruitment of EMT students.

Cuesta College Faculty Prioritization, Fall 2020

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- How does this position service the greater community?

2. Program Enhancement/Need: How will this position enhance your program? Consider:
- the impact on division workload
- program growth and stability/job market
- leadership in program development
- college representation
- What classified position(s), directors, student interns, student help does this position supervise, if any?
- Instructional faculty advisory data:
  - total # of students in the discipline and number of FT faculty
  - Total # of departments, program reviews, and advisory committees in division and number of FT faculty

The Paramedic program requires accreditation renewal every 5 years and holds Advisory meetings biannually. Both the EMT and Paramedic program also have a local (conducted by the local Emergency Medical Services Agency) program reapproval process that occurs every 4 years. A recommendation was made by the CoAEMSP advisory board in the accreditation review for more full-time support for the EMS programs supported by program surveys of our stakeholders and program graduates during our last cycle for reaccreditation.

According to U.S Bureau of Labor Statistics (2021), employment of EMTs and paramedics is projected to grow 11 percent from 2020 to 2030, faster than the average for all occupations due to openings resulting from workers who transfer to different occupations or exit the labor force due to retirements. The California Employment Development Department (2021) also shows the number of EMTs and Paramedics to grow faster than average growth rate for all occupations. Jobs in California for the EMTs and Paramedics is expected to increase by 10.7% between 2018 and 2028.

With a new full-time faculty, we can anticipate an increase in FTES due to efforts in recruiting students at the high-school level and offering additional EMS courses to include a summer hybrid program for EMT students.

EMTs and Paramedics : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov)
Detail Occupational Guide (ca.gov)

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3.Overall rationale: Provide the context for the proposed position. Consider:
- discipline specific best practices
- history of FT and PT hiring in last 5 years
- Anything else?
- critical effects of this position on overall division and college

The EMS program attained its first and only full-time faculty in 2014 and now the program is at capacity without the opportunity to grow due to lack of FT faculty. EMS currently has eight part-time instructors but teaching availability is limited due to their full-time jobs as paramedics, firefighters, and police officers, thus affecting the continuity, consistency, and effectiveness of instruction.

The current part-time Paramedic program director leads the advisory and accreditation process. However, the Director position is held by a part-time instructor who also teaches in the Paramedic program. Paramedic and EMT programs had approximately 200 students start in 2020-21 with only 1 FT and 1 PT faculty assuming the lead for these two programs. The load for Paramedic theory classes in both fall and spring semesters exceed 100%.

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APPLICABLE SIGNATURES:

S. Kline   4/21/2022

_____

Vice President/Dean   **Date**

Monica Millard
Monica Millard (Apr 22, 2022 13:05 PDT)   Apr 22, 2022

_____

Division Chair/Director/Designee   **Date**

Heather Tucker
Heather Tucker (Apr 22, 2022 12:31 PDT)   Apr 22, 2022

_____

Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

CPPR_EMT_2022_2023_Dean

Final Audit Report   2022-04-22

Created:	2022-04-22
By:	Susan Kline (susan_kline@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA9d7-yfcPLAxoxU6M0WZas8vJjhGm0fCr

"CPPR_EMT_2022_2023_Dean" History

🗎 Document created by Susan Kline (susan_kline@cuesta.edu)
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Signature Date: 2022-04-22 - 8:05:14 PM GMT - Time Source: server- IP address: 24.7.97.78

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