

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025 PROGRAM(S): EMERGENCY MEDICAL SERVICES (EMT & PARAMEDIC)

CLUSTER: HEALTH SCIENCES AND WELLNESS, SKILLED TRADES AND TECHNOLOGY

AREA OF STUDY: HEALTH & WELLNESS LAST YEAR CPPR COMPLETED: 2021-2022

NEXT SCHEDULED CPPR: SPRING 2026 CURRENT DATE: 2/15/2025

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the **same** program **may be consolidated** into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

A.S. PARAMEDIC, C.A. PARAMEDIC, C.S. EMERGENCY MEDICAL TECHNICIAN, C.S. EMERGENCY MEDICAL TECHNICIAN REFRESHER

General Program Update

The EMS program as a whole is helping to create career pathways from high school dual-enrolled Emergency Medical Responder (EMR – EMS 101) student to an Associate Degree in Paramedicine. This program addition is helping to address equity gaps for first-generation college students as well as address gaps in EMS for non-traditional female students. The first dual-enrolled hybrid (shared high-school and Cuesta led instructor) EMR course began in fall of 2024 as a beta program as we await local regulatory body (SLO EMSA) approval to expand the offerings to our local high schools. Our EMT courses continue to fill post-Covid and many of our students return to Cuesta to complete their Paramedic or Nursing education. Although our Assistant Director of EMS Programs had been approved, the position was unable to be filled and remains vacant with the EMT Program Director position being covered by 20% release time of a FT faculty (fall and spring) and the Paramedic Program Director position being covered with a 20-hr/wk PT faculty compensated by stipend (12-month).

The paramedic program has just completed its first cohort, with both a part-time paramedic program director and a full-time EMS faculty member serving the needs of the paramedic students and the institution itself. Retention of part-time directors has been a decades-long challenge for our college, undoubtedly due to the complexity of the position, which involves overseeing academic and accreditation requirements while serving in a part-time capacity. We await the paramedic National Registry exam pass rates and anticipate our students' success rate will be equal to or above the national pass rate average.

Our paramedic program now faces new challenges as another community college in close proximity to ours started a new paramedic program without consultation with our college or the consortium of community colleges in our region that offer EMS courses. These challenges will be expanded on later in this report.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

- Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

SLOCCCD Program Review Data - Enrollment

Department:

Emergency Medical Serv...

Course:

(Multiple valu...

Dual Enrollment:

(All)

Prison:

(All)

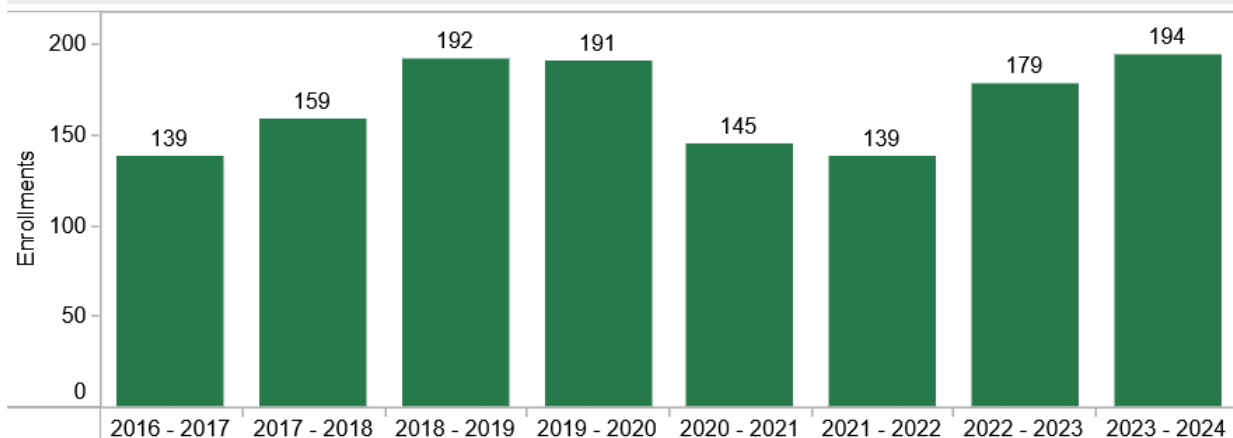
Region:

(All)

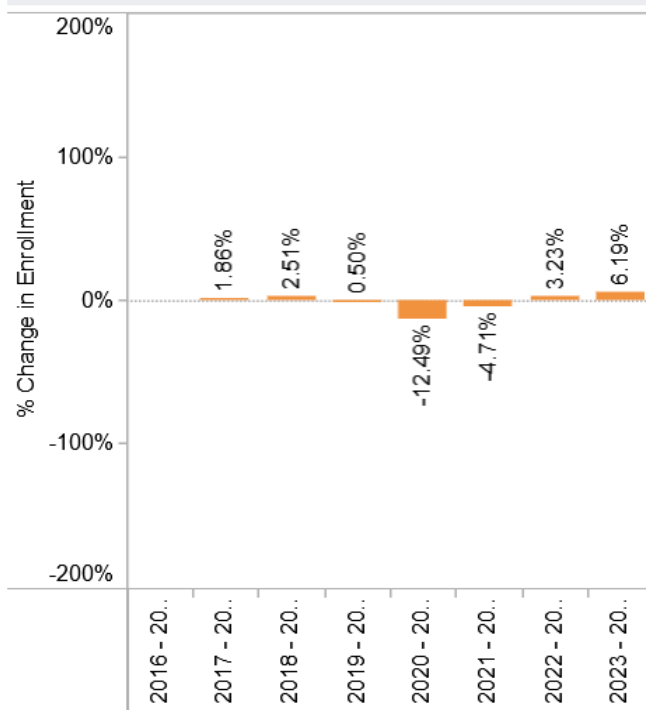
TERM

(All)

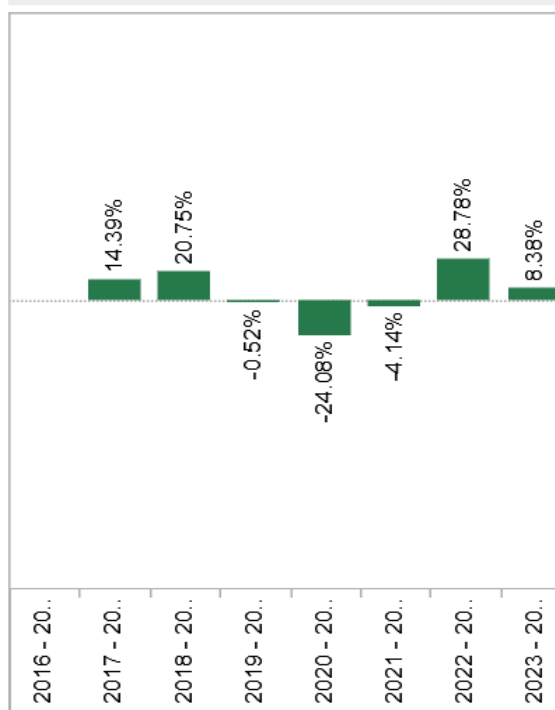
Emergency Medical Services Enrollments



% Change - Overall College Enrollments



% Change - Emergency Medical Services



EMT PROGRAM: The above chart reflects EMS 102 (EMT refresher) and EMT (spring and fall (total of 6 sections). Data shows a continued increase and recovery of enrollment post-pandemic on pace with the college overall.

SLOCCCD Program Review Data - Enrollment

Department:

Emergency Medical Serv... ▼

Course:

(Multiple valu... ▼

Dual Enrollment:

(All) ▼

Prison:

(All) ▼

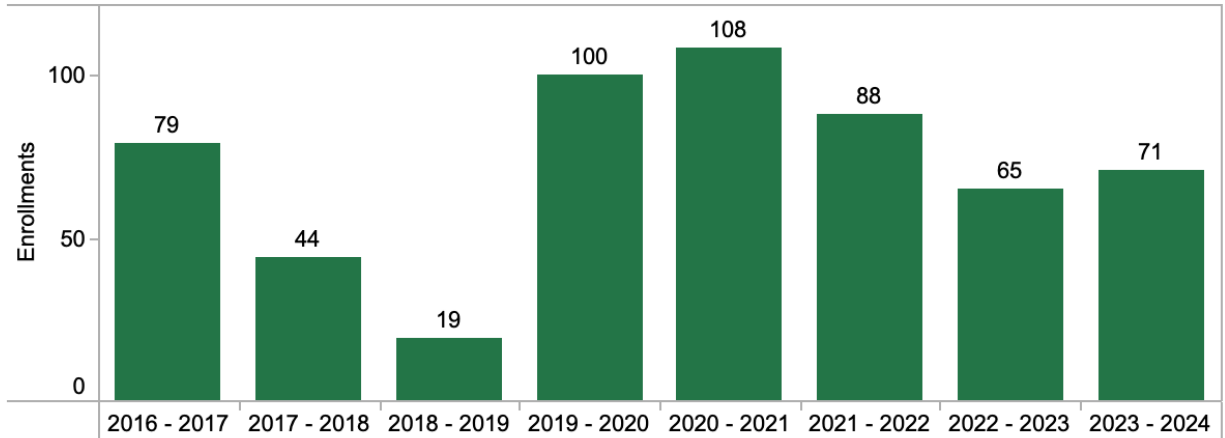
Region:

(All) ▼

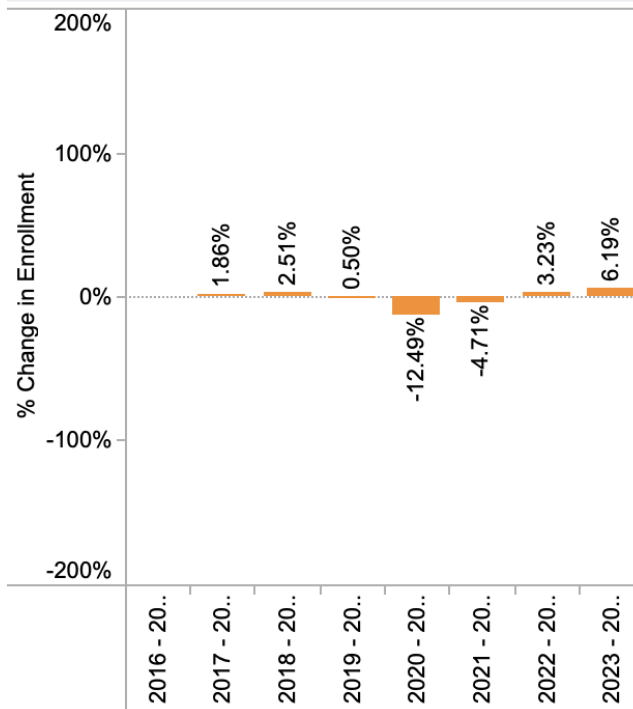
TERM

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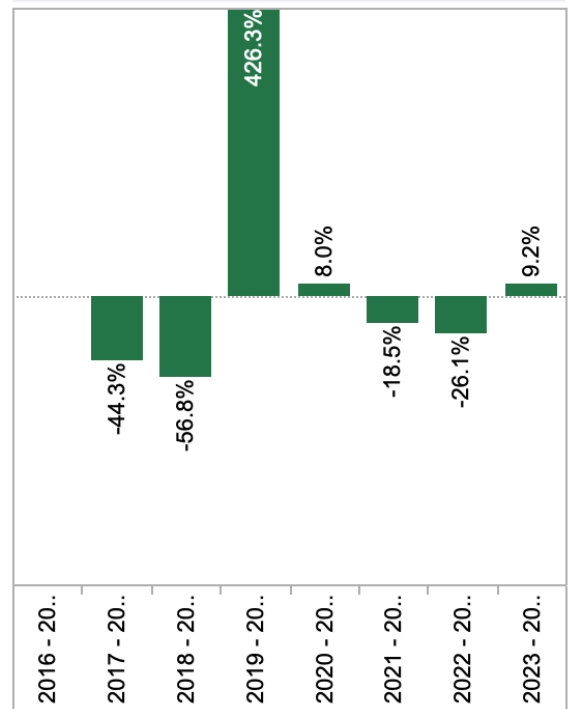
Emergency Medical Services Enrollments



% Change - Overall College Enrollments



% Change - Emergency Medical Services



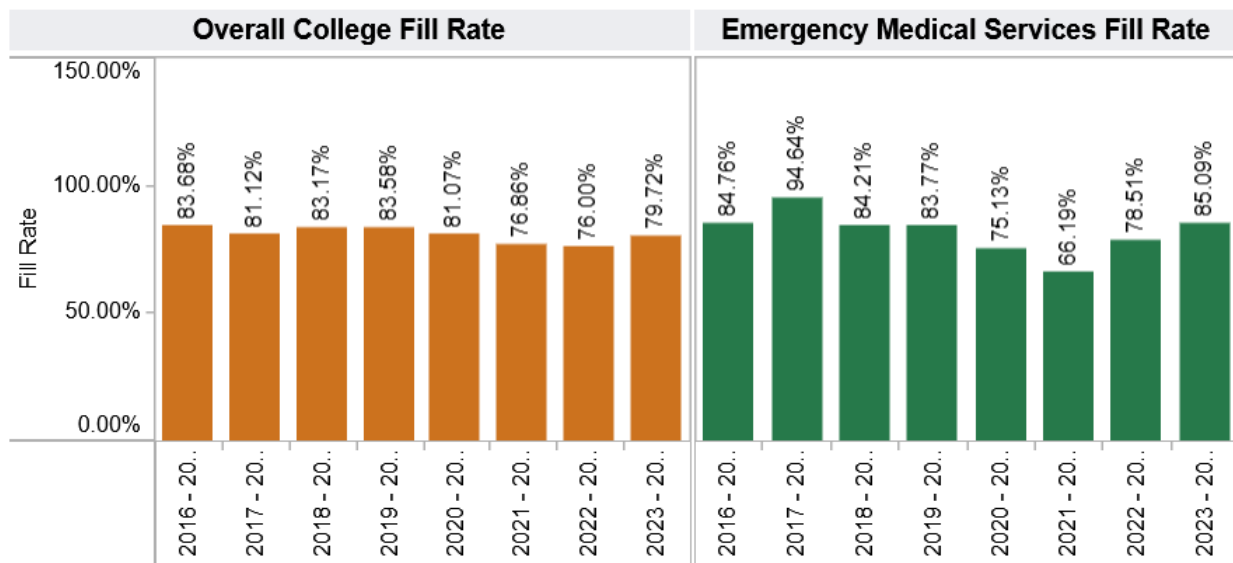
PARAMEDIC PROGRAM: The preceding chart encompasses EMS 210, 211, 211L, 212, and 213. I have been informed that the EMS 213A and EMS 213B courses were not approved for implementation by the college. The years 2021-2023 display program enrollment affected by the COVID pandemic. The pandemic led to a subsequent shortage of paramedic providers, which may have impacted enrollment. Data for the 2023-2024 academic year shows an increase and recovery in enrollment post-pandemic, with the paramedic program outpacing the college by more than 3%. There

is potential for a drop in enrollment with a new community college paramedic program currently enrolling students from our county.

A. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

SLOCCCD Program Review Data - Student Demand (Fill Rate)

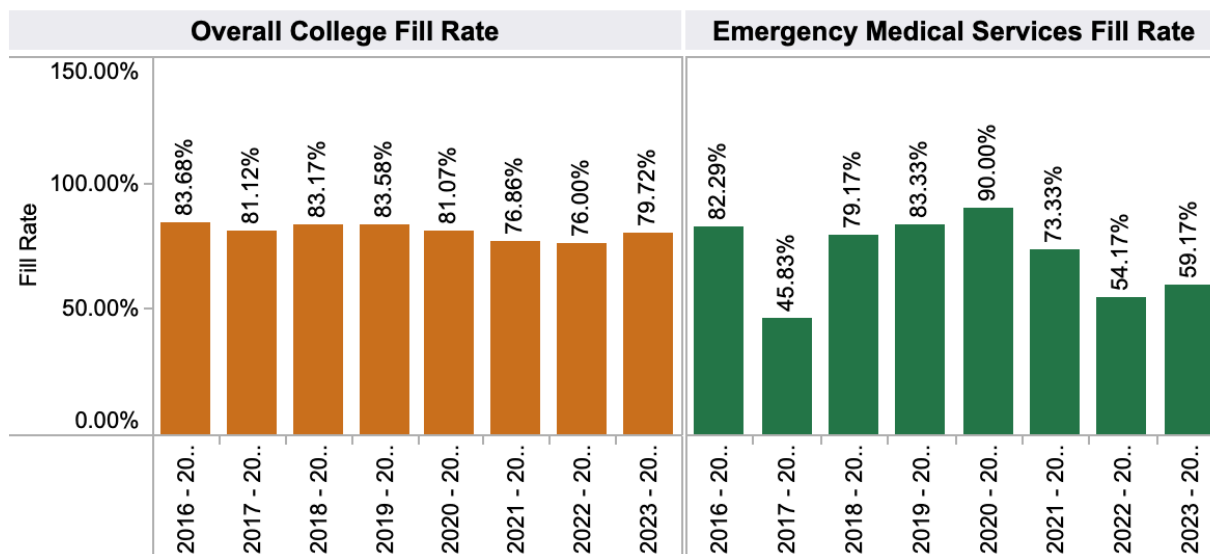
Department:
 Course:
 Dual Enrollment:
 Prison:



EMT PROGRAM: The EMT program last year had its second highest fill rate over the last 8 years showing continued recovery post-pandemic and exceeding college-wide fill rates. Note: the EMT Refresher course is a required component tied to the EMT program and is not cancelled due to low enrollment or fill rates. Enrollment varies semester to semester but averages 10 students. EMS 201 fill rate is over 95% alone.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
 Course:
 Dual Enrollment:
 Prison:



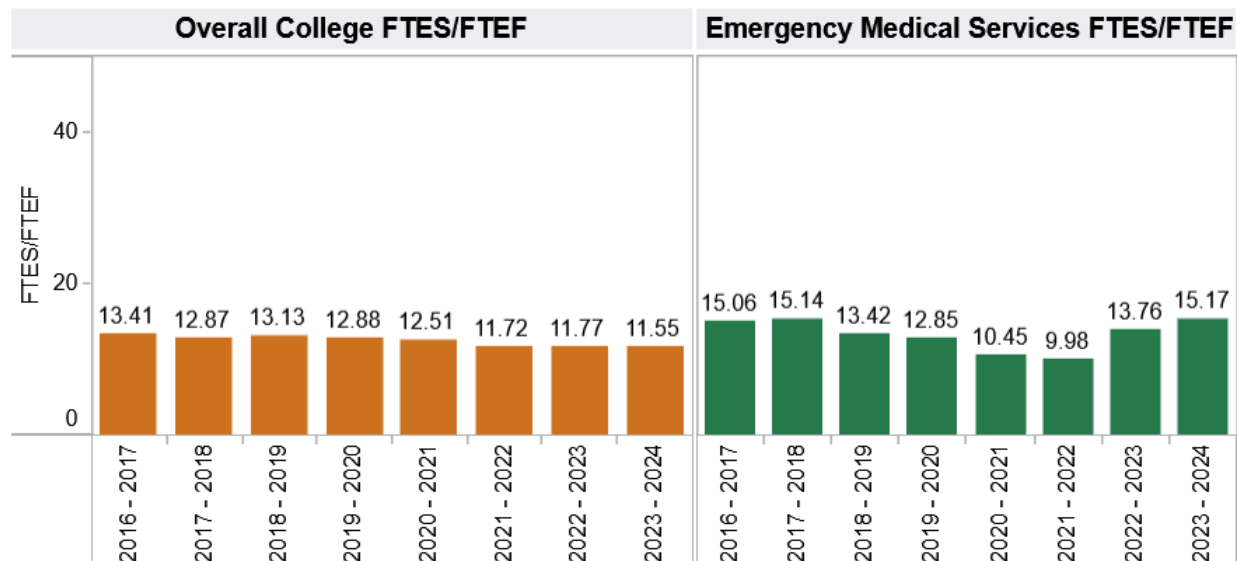
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

PARAMEDIC PROGRAM: The preceding chart encompasses EMS 210, 211, 211L, 212, and 213. The fill rate declined markedly during the COVID-19 era, a time previously characterized as one of "flight," where EMS providers reassessed their career choices and sought different employment. In regard to fill rate compared to our college as a whole, one must consider the additional responsibilities of the student who wishes to attend paramedic school. A student who wishes to attend paramedic school must meet certain academic prerequisites (English, math, biology, EMT course), hold professional certification as an EMT as recognized by the state of California, and have experience (1,000 hours as a working EMT caring for patients). The college should consider viewing the fill rate of paramedic students as different from that of students attending standard humanities or science courses.

B. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

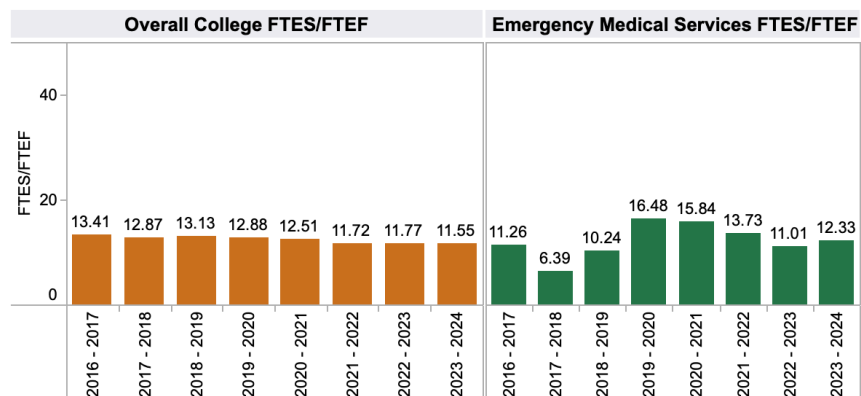
Department: Course: Dual Enrollment: Prison:



EMT Program: for the second year in a row the EMT Program's efficiency has shown a steady increase and has exceeded overall college efficiency. This can be attributed to enrollment and fill rates remaining high post-pandemic. The program runs efficiently with only 2 FT Faculty members (1 of which is primarily teaching in the Paramedic Program) and several PT faculty members along with the utilization of teaching assistants to augment skills instruction.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Course: Dual Enrollment: Prison:

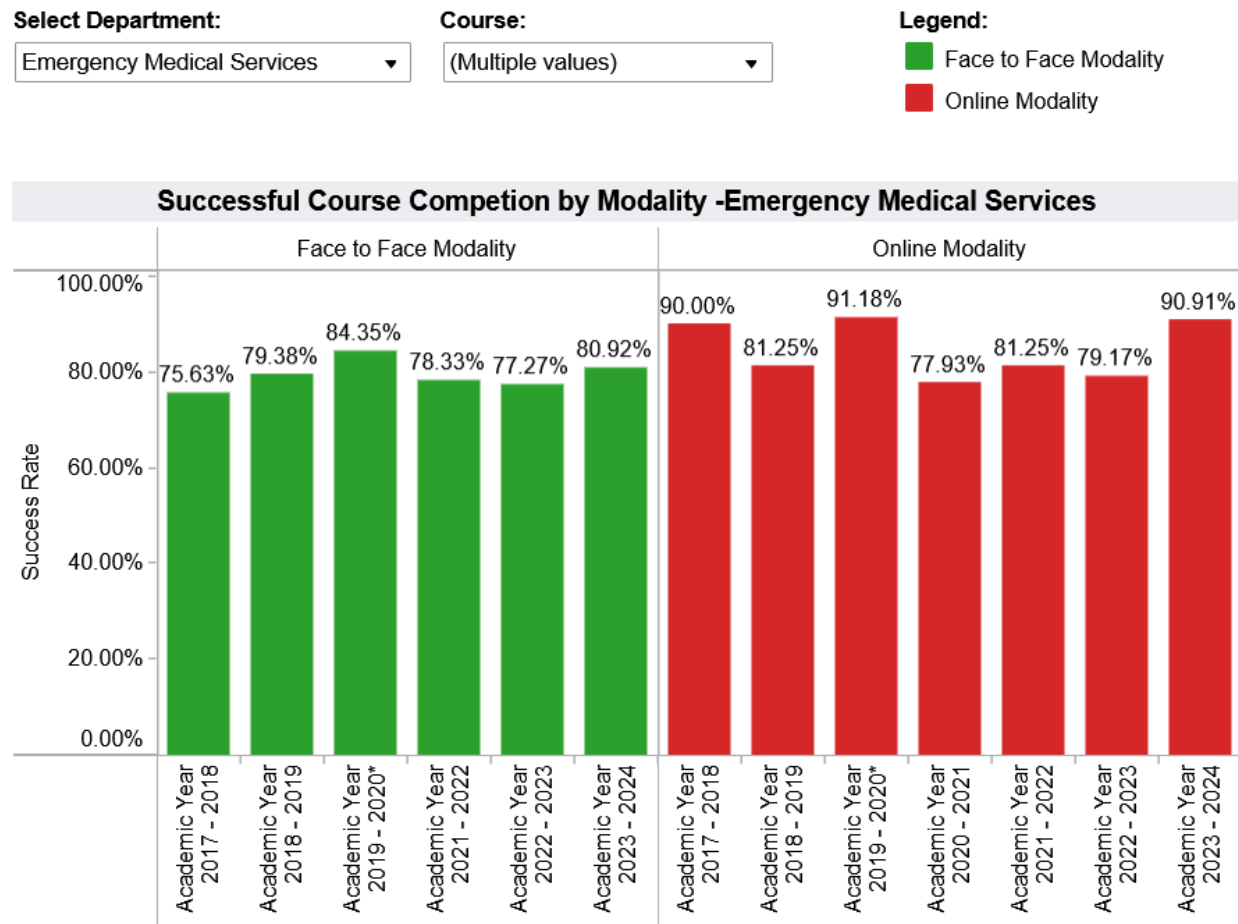


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

PARAMEDIC PROGRAM: For the current academic year our efficiency is slightly less than that of the college. The paramedic program faces a unique challenge most other departments do not, regulatory requirements. We must maintain a strict student to teacher ratio during our skills sessions and this ratio is maintained through the use of part-time faculty and professional skills experts.

C. Student Success—Course Completion by Modality (Insert Data Chart)

SLOCCCD Program Review Data: Successful Course Completion



Successful Course Completion by Modality Table - Emergency Medical Services								
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	86.61%	82.63%	91.27%	90.77%	83.98%	80.82%	86.07%
	Total Depart..	242.0	190.0	282.0	66.0	210.0	220.0	244.0
Online Modality	Department S..	90.00%	81.25%	91.18%	81.87%	81.25%	79.17%	90.91%
	Total Depart..	40.0	32.0	37.0	193.0	17.0	24.0	22.0

EMT Program: Course completions for both modalities have remained consistent over time and exceed overall college completion rates for both modalities in the last academic year.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Emergency Medical Services

Course:

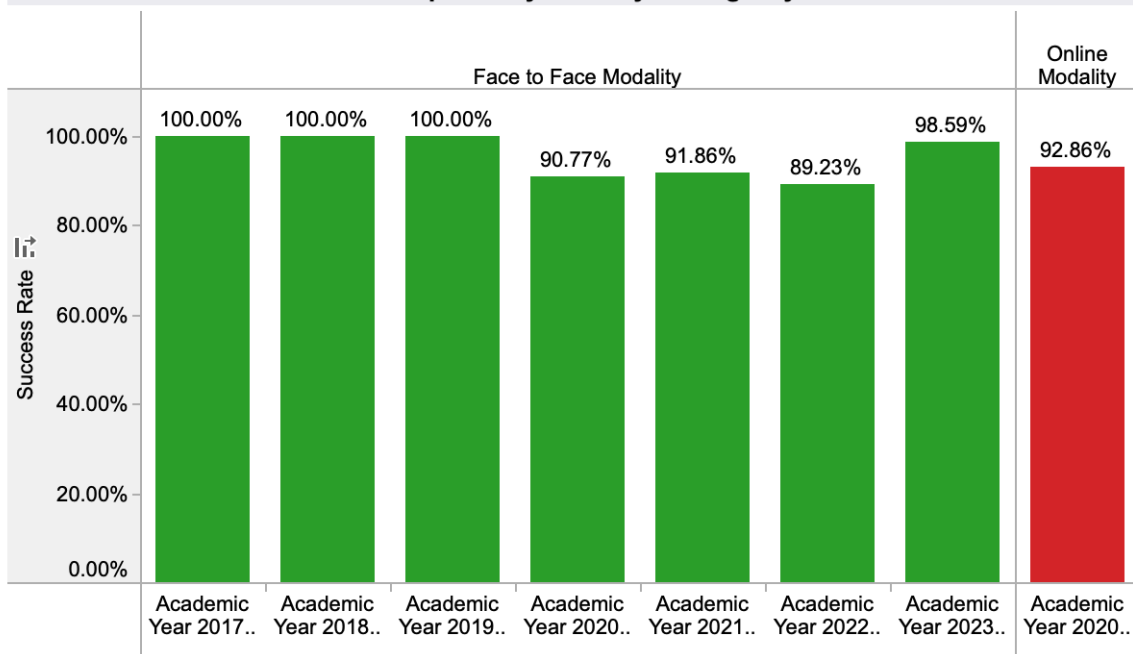
(Multiple values)

Legend:

Face to Face Modality

Online Modality

Successful Course Completion by Modality -Emergency Medical Services

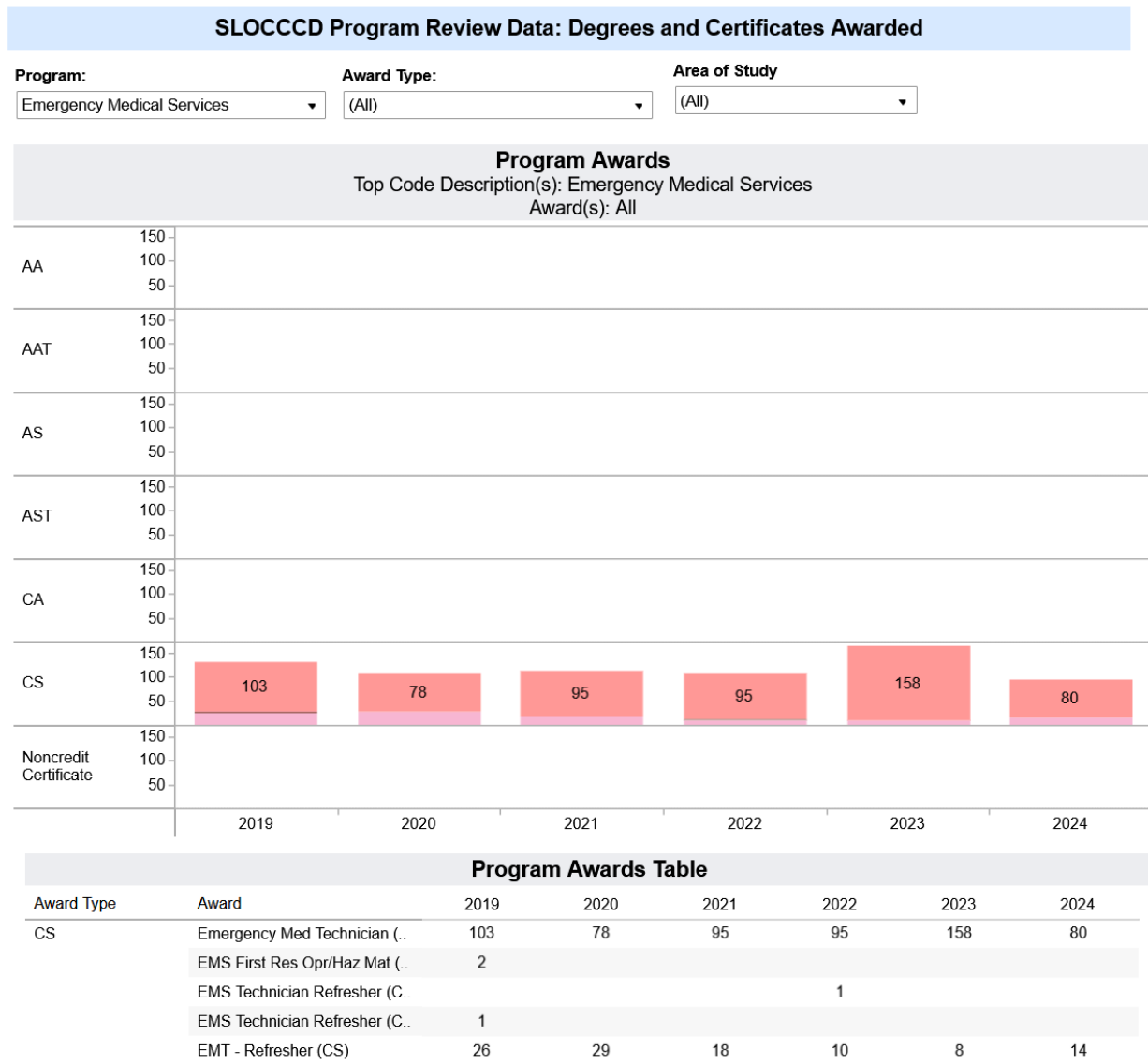


Successful Course Completion by Modality Table - Emergency Medical Services

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	86.61%	82.63%	91.27%	90.77%	83.98%	80.82%	86.07%
	Total Depart..	242.0	190.0	282.0	66.0	210.0	220.0	244.0
Online Modality	Department S..	90.00%	81.25%	91.18%	81.87%	81.25%	79.17%	90.91%
	Total Depart..	40.0	32.0	37.0	193.0	17.0	24.0	22.0

PARAMEDIC PROGRAM: When comparing the 2022-2023 academic year to the most recently measured 2023-2024 academic year, our successful course completion rate has jumped from 89.23% to 98.59%. The report previously referenced the acquisition of a second full-time EMS faculty member, mostly dedicated to paramedic students, and the sustained presence of a part-time paramedic program director. These may be contributing factors to the jump in success, especially considering the larger class size of this cohort.

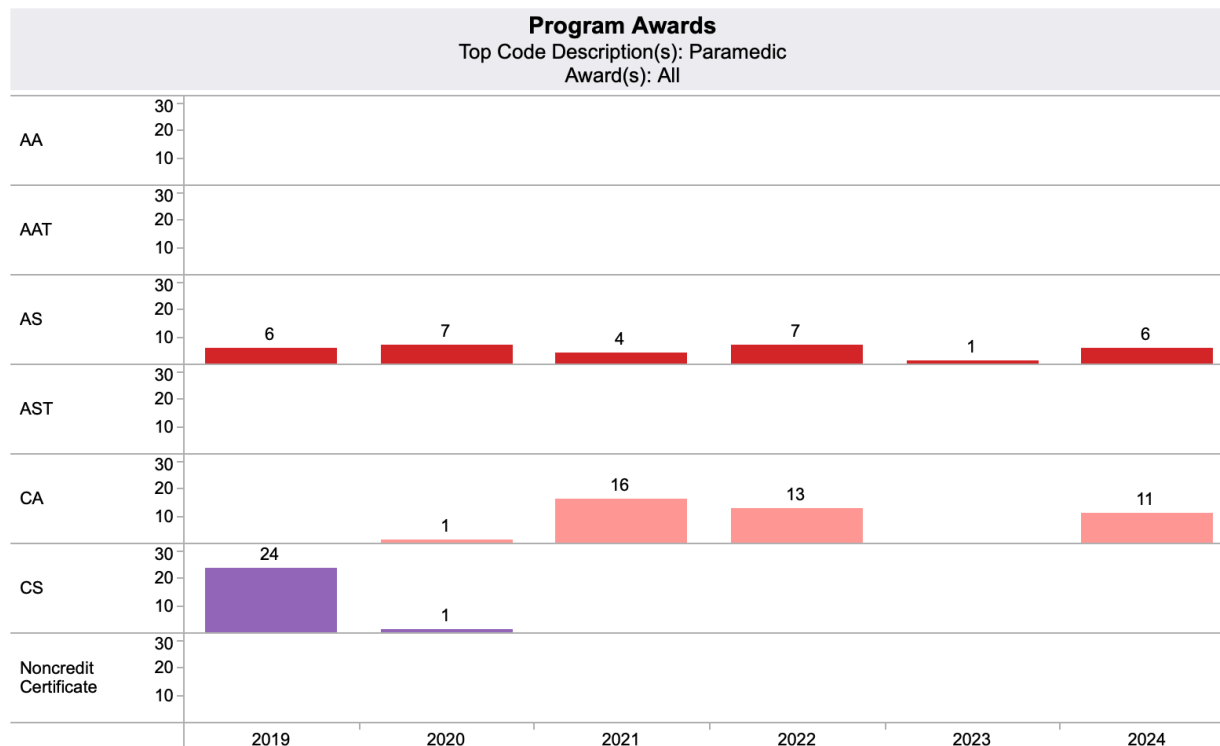
D. Degrees and Certificates Awarded (Insert Data Chart)



EMT Program: The above chart only reflects data in the 2024 column from spring of 2024. The EMT Program had an additional 56 certificates of specialization awarded in fall of 2024 for a total of 136 awarded for AY 2024 and an additional 7 EMT Refresher certificates of specialization awarded in fall of 2024 for a total of 21 awarded for AY 2024. The certificates awarded are a reflection of successful course completion which results in eligibility to sit for the National of Registry – EMT cognitive exam utilized by the state of California as the exam required prior to applying for EMT certification.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Paramedic
Award Type: (All)
Area of Study: (All)



Program Awards Table							
Award Type	Award	2019	2020	2021	2022	2023	2024
AS	Paramedic (AS)	6	7	4	7	1	6
	Total	6	7	4	7	1	6
CA	Paramedic (CA)		1	16	13		11
	Total		1	16	13		11
CS	Emergency Medical Svcs (CS)	24	1				

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

PARAMEDIC PROGRAM: In comparing the 2022-2023 academic year to the 2023-2024 academic year, the issuance of associate degrees has increased from 1 to 6. Increased efforts were made by staff to educate and mentor paramedic students to completion of the degree.

E. General Student Success – Course Completion (Insert Aggregated Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Emergency Medical Services

TERM

(All)

Measure Names

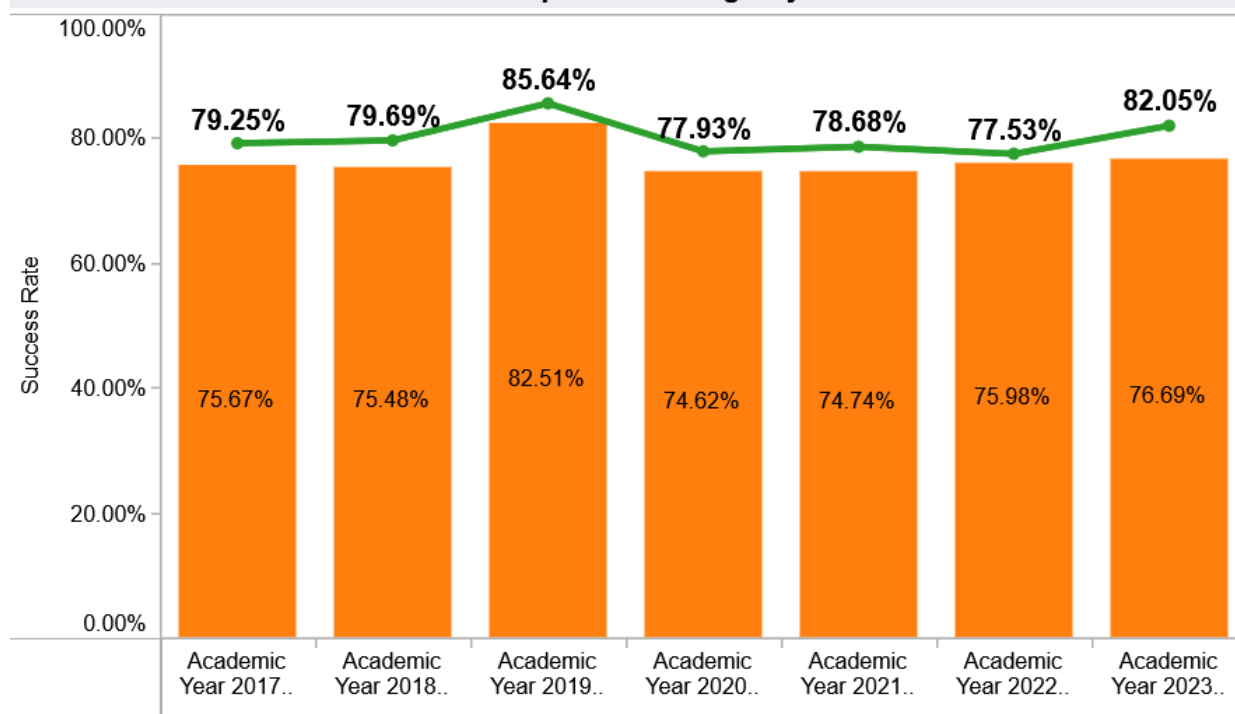
Department Success Rate

Overall College Success ...

COURSE

(Multiple valu...

Successful Course Completion - Emergency Medical Services



Emergency Medical Services Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	79.25%	79.69%	85.64%	77.93%	78.68%	77.53%	82.05%
Total Enrollments	159	192	191	145	139	179	195

EMT Program: The EMT program (inclusive of the refresher course) continues to exceed overall college completion rates over time with a 5% program course completion increase over the previous academic year in this evaluation cycle.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Emergency Medical Services

TERM

(All)

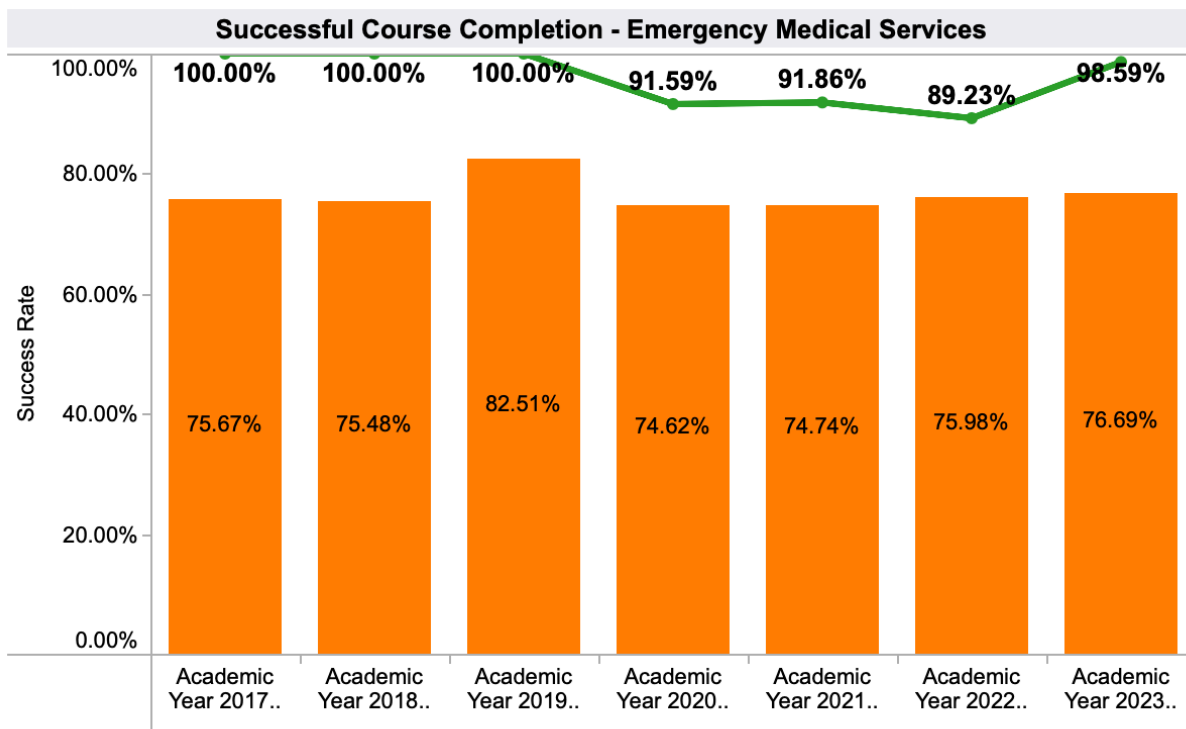
Measure Names

Department Success Rate

Overall College Success...

COURSE

(Multiple valu...



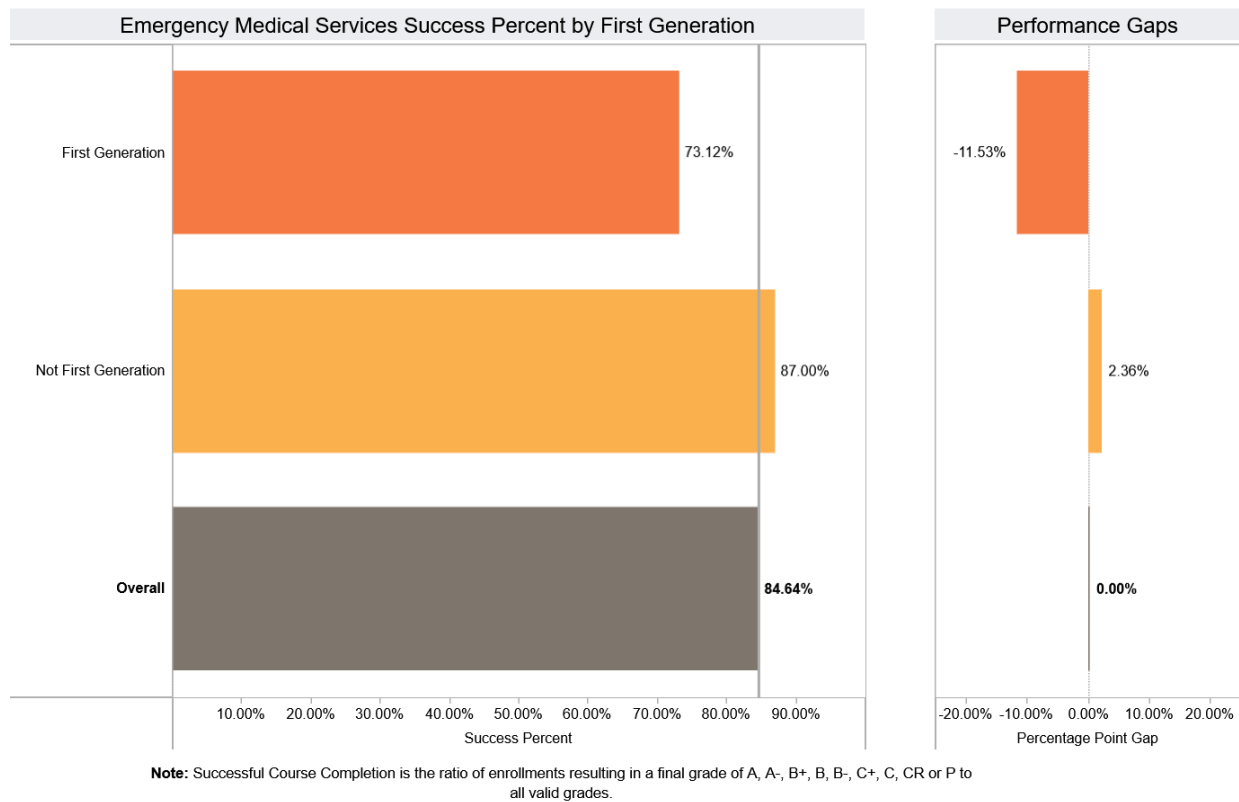
Emergency Medical Services Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	100.00%	100.00%	100.00%	91.59%	91.86%	89.23%	98.59%
Total Enrollments	44	19	100	108	88	65	71

PARAMEDIC PROGRAM: Paramedic studies student success rate for the 2023-2024 academic year was 98.59%. This exceeds the overall college success rate for that year by 9.36%.

F. Review the [Disaggregated Student Success](#) charts:

Successful Course Completion by Student Subpopulation



- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

EMS Programs: College wide, there is a 5.53% equity gap for first-generation students. In EMS, that gap has been identified as 9.33% over time and has increased from 4.98% in 2023-2023 to 15.31% for the 2023-2024 academic year. This equity gap presents opportunities for program faculty and staff to identify these students early on (at course orientation) and ensure they are connected to college student support services. Students can be encouraged, even if they are attending Cuesta for a single certificate program, to engage in college orientation opportunities. Program faculty and staff can start the conversation about college preparedness early at outreach events (EMS is an active participant in outreach) and in speaking with high school counselors who are preparing their students for the next steps.

Programs and Curriculum Review PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

N/A

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
N/A		

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
N/A			

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

EMS 102	FALL 2022	Awaiting state (Title 22) updates	SPRING 2025
EMS 201	SPRING 2023	Awaiting state (Title 22) updates	SPRING 2025
EMS 105/105L	SPRING 2023	Awaiting state (Title 22) updates	SPRING 2025
EMS 213	SPRING 2023	Awaiting state (Title 22) updates	SPRING 2025

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

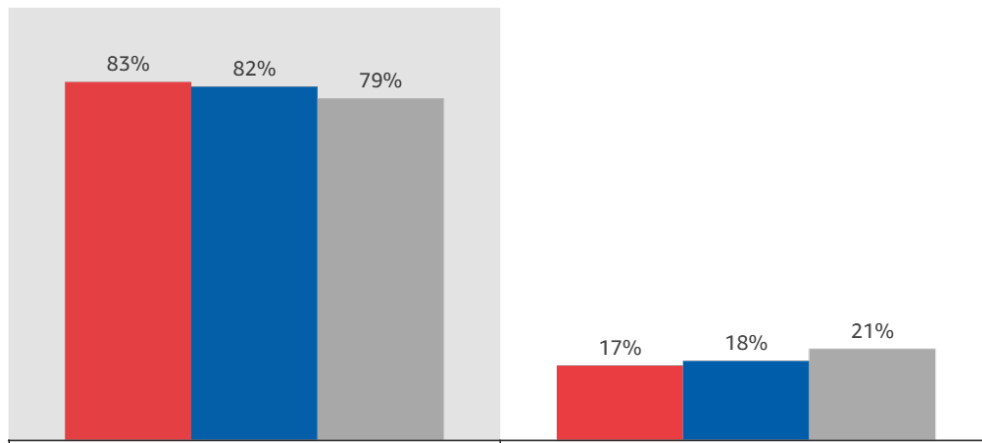
Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
EMS 102	FALL 2022	SPRING 2025	No
EMS 201	SPRING 2023	SPRING 2025	No
EMS 213	SPRING 2023	SPRING 2025	No

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

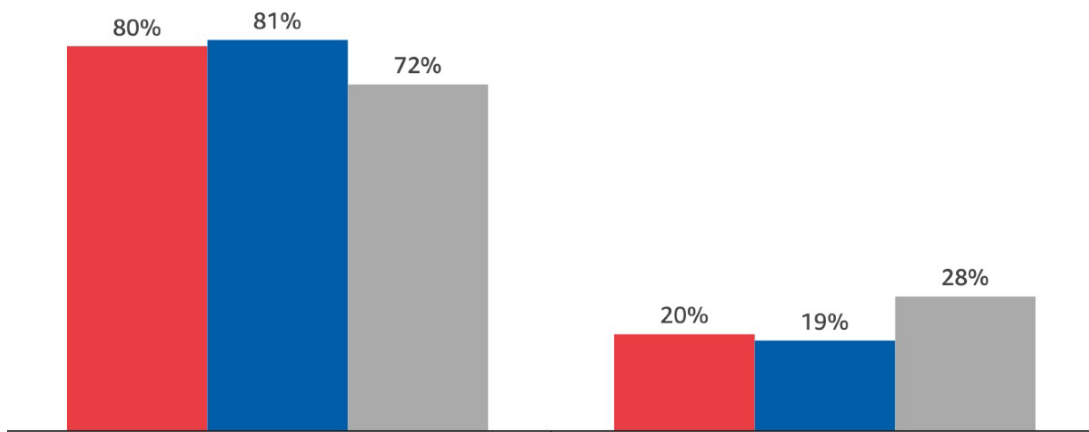
Program of Study OR Prefix and	Past Re-scheduled Due Date for	Briefly state why modification was not completed as	Second re-scheduled date for modification
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Course #	Modification	rescheduled	(must be within 6 months)
EMS 102	FALL 2022	SPRING 2025	No
EMS 201	SPRING 2023	SPRING 2025	No
EMS 213	SPRING 2023	SPRING 2025	No

Other Relevant Program Data (optional)



The above chart shows the Cuesta EMT program over the last year (1st quarter of 2024 to present) National Registry of Emergency Medical Technician successful certifications with the red bar being Cuesta's program, the blue being all CA programs and the grey being all programs in the nation. All students represented in the bars to the right are eligible to retest.



The above chart shows the Cuesta Paramedic program over the last year (1st quarter of 2024 to present) National Registry of Emergency Medical Technician successful certifications with the red bar being Cuesta's program, the blue being all CA programs

and the grey being all programs in the nation. All students represented in the bars to the right are eligible to retest.

Program Outcomes Assessment Checklist and Narrative

CHECKLIST

- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment: *NONE*.

Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps: continue participating in outreach events and engage students during orientation to ensure they are connected with college student success and support services.
- B. Anticipated changes in curriculum, scheduling or delivery modality: None
- C. Levels, delivery or types of services: None
- D. Facilities changes: None
- E. Staffing projections: will continue to expand EMT and Paramedic PT teaching pool to meet program needs and conduct EMS Teaching Assistant hirings for the next academic year (spring). With retirement of our Clinical Coordinator before the end of the current semester, the position will need to be replaced to ensure students receive the needed orientations and onboarding for clinical rotations as well as supply ordering for the next semester.
- F. Other: Our program was surprised by the addition of a new community college paramedic program in close proximity to ours. This addition is sure to present numerous challenges to our program in several ways. We have concerns about the future recruitment of paramedic students and know that we have lost potential students from our county to the new program. There is also concern about our ability to utilize the resources we have historically used, such as hospital clinical sites and paramedic preceptors, as the new program has been utilizing them as well. Precepting a paramedic student in the field is a particularly laborious task, and with the addition of students from the new program being precepted in our county, concern for preceptor fatigue is an issue. This will necessitate our program building stronger ties in our community and possibly creating new relationships, which may tax existing staff, as the full-time EMS director position was not able to be filled. Our program also has concerns about available space to educate our students. Room conflicts with other fields of study were a continuous issue during the last academic year, and it is clear that expanded facilities are needed.

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.