

Comprehensive
Program
Of
Advanced
Emergency Medical
Services Education
2018-2019

Prepared by
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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

The program should provide a descriptive summary of the program.

Narrative:

Advanced EMS education is for people wanting to advance in their work in the exciting field of emergency care of the sick and injured. Students will develop skills in diagnosis and emergency treatment procedures, as well as learn to use and care for the equipment required to accomplish their work.

The requirements to obtain a certificate for Advanced EMS Education include:

Advanced EMT 7, credit hours

Phlebotomy Essentials, 3 credit hours

Phlebotomy Application, 3 credit hours

And one of the following:

Interpersonal Communication, 3 credit hours

Public Speaking, 3 credit hours

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:

Advanced Emergency Technician assessment data:

Advanced EMS Ed Assessment Data AY 2017-2018

Number of Faculty:

1 full time (Manning)

0 part time

Enrollment & Student credit hours by Faculty type:

Full time: 15 total credit hours taught, with 36 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

Average Class size:

7.2 students in Face-to-Face classes

0 students in online classes

7.2 students across all courses

Completion rates:

100% face-to-face

0% online

100% all courses

Pass ('D' or better) rates:

91.67% face-to-face

0% online

91.67% all courses

Pass ('C' or better) rates:

91.67% face-to-face

0% online

91.67% all courses

Number of Majors: 0 (0 returned in Fall 2018)

Degrees Awarded: 0

YEAR	TERM	ID	SECTION	NAME	CREDITS	ADDS	PERS ON ID	Instructor	Completions	Passed D or better	Passed C or better
2017	FALL	HEA1003	0001	PHLEBOTOMY	3	5	P000101345	S. Manning	5	5	5
2017	FALL	HEA1013	0001	PHLEBOTOMY:CLINICAL	3	5	P000101345	S. Manning	5	4	4
2017	FALL	HEA1143	0001	MEDICAL TERMINOLOGY	3	5	P000101345	S. Manning	5	5	5
2017	FALL	HEA1143	HS01	MEDICAL TERMINOLOGY	3	11	P000101345	S. Manning	11	10	10
2018	SPRING	HEA1143	HS01	MEDICAL TERMINOLOGY	3	10	P000101345	S. Manning	10	9	9
						36			36	33	33

EMS Assessment Data AY 2016-2017

Number of Faculty:

1 full time (S. Manning)

2 part time (J. Reed, K. Ori)

Enrollment & Student credit hours by Faculty type:

Full time: 51 total credit hours taught, with 72 total student enrollments

Part time: 42 credit hours taught, 48 total student enrollments

Average Class size:

7.58 students in Face-to-Face classes

9.67 students in online classes

8 students across all EMS program courses

Completion rates:

93.41% face-to-face

100% online

95% all EMS program courses

Pass rates (D or better):

85.88% face-to-face

55.17% online

78.07% all EMS program courses

Number of Majors: 25

Degrees Awarded: 0

ACADEMIC_YEARACADEMIC_TERMACADEMIC_SESSION EVENT_ID SECTION
EVENT_MED_NAME

2016 FALL FULL 04HEA1003 9214 PHLEBOTOMY

2016 FALL FULL 04HEA1113 9211 EMT

2016 FALL FULL 04HEA1113 9212 EMT

2016 FALL FULL 04HEA1113 9218 EMT

2016 FALL FULL 04HEA1143 9216 MED TERM

2016 FALL FULL 04HEA1143 9217 MED TERM

2016 FALL FULL 04HEA1167 9213 AEMT

2016 FALL SECOND 04HEA1013 9215 PHLEBOTOMY/CLIN

2017 SPRING FULL 04HEA1113 0001 EMT
2017 SPRING FULL 04HEA1143 0001 MED TERM
2017 SPRING FULL 04HEA1143 HS01 MED TERM
2017 SPRING FULL 04HEA1167 0001 AEMT

Online

2016 FALL FULL 03COM1233 6511 INTERPERSON COM
2016 FALL SECOND 03COM1233 6512 INTERPERSON COM
2017 SPRING FULL 03COM1233 6762 INTERPERSON COM

CREDITS ADDS PERSON_CODE_IDCompleted Passed

3 6 S. Manning 6 6
13 8 S. Manning 7 7
13 5 J. Reed 5 4
13 13 S. Manning 11 8
3 9 S. Manning 9 9
3 7 S. Manning 6 3
7 8 S. Manning 8 8
3 6 S. Manning 6 5
13 8 J. Reed & S. Manning 7 5
3 4 S. Manning 4 3
3 11 S. Manning 11 10
7 6 J. Reed 5 5
84 91 85 73
3 10 K. Ori 10 7
3 13 K. Ori 13 5
3 6 K. Ori 6 4
9 29 29 16

Commented [BS1]: I believe this information is supposed to be similar to the table for 2017-2018, but it is in a readable state. Please correct.

2.0 Student Success

2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

Narrative:

The department defines student success as that of acquiring a set of skills and competencies to produce work that exhibits the ability to recognize, assess and treat those having a medical or traumatic emergency with advanced life support knowledge.

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

Narrative:

The department promotes student success through a series of real life scenario situations in which the student must be able to recognize, assess and treat the patient using advanced life support skills. During these skill exercises the student will have ample time to practice and gain proficiency on his patient care and decision making. The students will have opportunity to help each other by participating, watching and critiquing the skills. During the course there will be corrective and positive feedback as to the continuing condition of the simulated patient.

The student is required to participate in community activities such as blood pressure checks at community events and to help out with other EMS Education classes as patients or observers. Since this level is an advanced leadership level the student will prepare and deliver a lecture to the EMT level about an aspect of care where the two levels work closely together. This strengthens the ability of the student to lead and instruct.

The clinical and field internship hours necessary for the AEMT level course promotes success by helping the student to be more confident from interaction with patients in crises.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

Assessment Report for AEMT

Term: Fall 2018

Commented [BS2]: Fall 2018 is in AY2018-2019 and should be placed in the next year's Annual review.. Where is the Assessment for AY2016-2017 and 2017-2018?

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Upon completion of this course, students will be able to demonstrate the advanced care and assessment of the pre-hospital medical and trauma patient	Not Met	Take more time with individual skills
2. Upon completion of this course, students will be able to demonstrate advanced airway skills		To be assessed Spring 2020
3. Upon completion of this course, students will be able to demonstrate advanced airway skills for the medical and trauma patient		To be assessed Spring 2021

Learning Outcome #1: *Upon completion of this course students will be able to demonstrate the advanced care and assessment of the pre-hospital medical and trauma patient*

Measure #1

Measure 1 Description	The national registry practical exam
-----------------------	--------------------------------------

Measure 1 Type	<p>Instructions: Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)</p> <p style="text-align: center;">✔</p> <p style="text-align: right;">Direct</p> <p style="text-align: right;">Indirect</p>
Measure 1 Target Goal	The target goal for this outcome is 100% pass the national registry patient assessment skill
Measure 1 Results	3/5 students met this goal. Although 100% passed this skill in the class

Measure #2

Measure 2 Description	<i>The end of class comprehensive exam</i>
Measure 2 Type	✔
	Direct
	Indirect
Measure 2 Target Goal	<i>The target goal would be for 100% of the students to pass this skill</i>
Measure 2 Results	100% of the students passed this exam

Summary of Learning Outcome #1:

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This outcome was:	<p style="text-align: right;">Met Partially Met Not Met</p> <p style="text-align: center;">✓</p>
Findings	Some of the students were very nervous and this could possibly be the reason they failed this skill
Further Action	<p style="text-align: center;">✓</p> <p style="text-align: right;">Further Action Planned Further Action Unnecessary</p> <p>I will find out more about the scenarios that are given during the national exam and have the students have more practice time on the patient assessment skill</p>
Strengths?	The students are put in realistic scenarios and usually do a good job of critical decision making and caring for each emergency.
Weaknesses?	It is difficult to simulate the National Exam site. The student becomes very nervous and so often forgets the skill
Additional Comments:	

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The Advanced EMT course has had statewide success with the successful completion of both the national practical and cognitive exams. These exams include both medical and trauma scenarios in which the AEMT must use decision making techniques to discover the problem and then treat the patient accordingly.

Commented [BS3]: This sections is asking for assessment at the course and program level here at ICC, not at the state or higher level.

This assessment should be completed each semester within the course regardless if the student continues on to take the state/national exams. If you do not have this date, you should state that and a plan to correct this in the future.

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. (See Section 3.2 in the Program Review Handbook for more information.)

Narrative:

Students successfully completing this program must be able to communicate effectively with their patients, partners and other health care providers. The student receives many opportunities to practice and perfect his skill during scenario practice. The student must also be precepted during their clinical and field internship hours per the regulations dictated by the Kansas Board of EMS. These precept reports are audited on a regular basis, and the students have been found to be doing good patient care. This is ultimately a sign that the course is successful.

Commented [BS4]: This talks about what the student should be able to do. Assessment measures what they did. This section specifically refers to course level outcomes.

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Commented [BS5]: You mention that AEMT is assessed by national exams, but you neglected to provide any data of success rates.

Narrative:

The program will continue to focus on the psychomotor, affective and didactic aspects of advanced patient care by scenario practice, clinical hours and precept feedback.

Commented [BS6]: How does this relate your course level outcomes? All of Section 3 refers to the ICC Assessment plan at the course and program level.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

There is no advisory board for the certificate program.

Commented [BS7]: Do you ever bring questions to the EMS Board for AEMT? If so, I would consider that board also an advisory board to AEMT and mention it here.

4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

At this time ICC is not required to accredited with the Kansas Board of EMS to teach this certificate program.

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

This program helps fulfill the following HLC criterion by: Helping students learn with smaller class sizes and one on one applications. Providing skills that will allow students to gain employment and enhance community life.

Narrative:

The institution has the faculty and staff needed for effective, high quality programs.

Commented [BS8]: Since ICC is an HLC institution, it should also be mentioned as an external constituency.

All the instructors are Kansas Board of EMS certified and must submit the required continuing education hours and training to the board to continue to be able to instruct. I have found that the institution provides support for student learning by financial aid for professional development. The program has agreements with area hospitals and emergency services in order for the student to complete the required field internship hours and skills.

I have found that the institution demonstrates responsibility for the quality of its educational programs. The institution maintains and exercises authority over the pre-requisites for courses, rigor of the courses, expectations for student learning, access to learning resources and faculty qualifications for all its programs.

The Kansas Board of EMS has a required curriculum that corresponds to their education standards and that must be adhered to during each of the courses.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The curriculum of the AEMT course is required to contain information that the Kansas Board of EMS deems appropriate and necessary.

The jobs that students can get after being successful in obtaining a certificate from the AEMT course are many. They include but are not limited to: emergency dispatch, security at colleges or casinos, fire departments, hospitals-emergency rooms and other patient care, cruise ships, national parks, doctor offices, summer camps, industry medical teams, missions in foreign countries, TV show and amusement park medics. According to the Bureau of Labor and Statistics, the top EMS jobs would be in government with the tip salary being in Hawaii.

Commented [BS9]: It would be great if you provided an internet address to the specific page.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The AEMT certificate is offered to students who complete the AEMT course as well as Phlebotomy and either Interpersonal Communications or Public Speaking. To further the

student's education in EMS, the student must complete an associate degree and then complete a Paramedic course of instruction.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The AEMT program currently being taught at the institution has one of the highest pass rates in the state. The instructor is constantly being asked to share the KBEMS syllabus and schedule with other institutions seeking to enhance or begin their AEMT programs. The program is known for its success in having students hired both locally and out of state. The program is known locally for its participation in such events as the community sponsored Halloween activities at the Zoo, participation in the city Christmas parade and helping with the community benefit for under privileged families at thanksgiving time a local church.

Commented [BS10]: Where is the data that backs this up?

6.2 Faculty Accomplishments2

The program faculty should highlight noteworthy program accomplishments.

Narrative:

The program faculty is an instructor in good standing and certified by the Kansas Board of EMS and the National Registry of EMTs. Sue Manning, the program director, has been a certified state EMS examiner for the past 17 years. She has served on the Kansas Emergency Services Association Education Society board. Sue is a member of the National Association of EMS Educators as well as the Kansas Emergency Services Association. Sue has also been successful in teaching instructor/coordinator classes.

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

The field of the Advanced Medical Technician is always changing. In order for successful instruction, the faculty must continuously read EMS articles in journals and all information on evolving patient care in EMS. The program has a policy of accepting any community need for CPR and First Aid training. This includes Boy and Girl scouts, day cares, churches and the institutions other departments as needed.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. (See Section 7.1 in the Program Review Handbook examples.)

Narrative:

There is a good trend toward employment from the Advanced EMS program. The students generally have been working in the field as EMTs and after successfully completing the necessary certification exams they have a better idea of whether they want to continue in EMS. Most employers will want their employees to further their certification and this would increase the number of students enrolled for their associate degree in order to pursue Paramedic training.

This year there were 3 instructors. This meant that more classes could be taught, greater use of the facility and most important that good technicians could be turned out into the streets to care for those in need.

The average size class was 8 students. This size class works best with the large amount of skills and didactic work required in the EMS education classes. The Kansas Board of EMS requires a 1/6 ratio so an assistant is required in each class above that size.

Commented [BS11]: You only list one in Section 1. What year are you referring to? AY2016-2017 or AY 2017-2018?

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See Section 7.2 in the Program Review Handbook for more information.)

Narrative:

There are few AEMT courses taught in the state of Kansas. The demand for this course is great as demonstrated from the diverse areas of student location. The fall AEMT class had students from Garnett, Chanute, Fredonia and Neodesha. The current course has 3 students from Oklahoma, as well as one each from Chanute and Fredonia.

The institution has agreements with facilities including Labette Health, Neosho Regional Medical Center, Fredonia Medical Center, Cherryvale EMS, Fredonia and Independence EMS.

The **successful pass rate** of the Advanced program indicates that the curriculum coincides with the training expected by the KBEMS.

Commented [BS12]: What is the success rate?

During meetings of the EMS Education advisory committee, there have been many comments made about how well the Advanced students have performed both during their field internship and as hired employees. Students have been hired as far away as Burlington, Kansas City, Hutchinson and Winfield.

The Advanced program has been successful in enrollment. Although there are routinely some drop outs, as the curriculum is very demanding, the completion numbers are very good.

The vitality category description would be "Maintain Current Levels of Support/Continuous Improvement".

The fact that the success rate is above average indicates that the program is meeting the needs with adequate resources.

7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (*See Section 7.3 in the Program Review Handbook for more information.*)

Narrative:

The short term **goals** for the Advanced Program would be to:

Commented [BS13]: When do you expect to meet these goals? Can you provide tentative dates of completion? This applies to both short and long term goals.

1. Increase faculty awareness of new trends in Advanced EMS education.
 - a. Faculty should attend at least 2 workshops per year
 - b. This would increase the knowledge of the trends of other EMS education facilities
 - c. This should be done each year-due date fall 2020
2. Increase the realism of the scenarios
 - a. The use of moulage can be used to increase realism
 - b. Removable clothing will also help in actual patient care. This can be accomplished by using velcro on scrubs with the patient in shorts and a shirt underneath
 - c. This will give the student a better idea of what to expect on the streets
 - d. This can be done by the next semester-due date fall 2019
3. Increase the research aspect of the program
 - a. The students currently research and present 2 articles on the EMS profession and one on a new medication.
 - b. This would increase the student knowledge of current trends and also help with the role of leadership.

- c. There are many articles published by journals such as the “KEMSA Chronicle” and “Jems”.
- d. This could be accomplished in the next semester –due date fall 2019

The long term goals for the Advanced EMS program would be to:

1. Increase the program to include Paramedic
 - a. This would retain students as they would be required to receive an associate degree
 - b. It would be possible if the institution would get accreditation through the KBEMS
 - c. This would take someone who could dedicate the time to completing this very complicated goal
 - d. The number of FTE would increase as a result-due date 2022
2. Acquire some Sims equipment for more realistic training
 - a. This goal could only be accomplished by increasing the budget for the program or getting a grant for this very expensive equipment.
 - b. Many of the larger institutions such as Hutchinson and Johnson County have these manikins and use them to better train their students.
 - c. This goal would depend on the enrollment increasing and the budget allotment to the program-due date 2022
3. Develop a ride along program for the high school students before their required field internship hours
 - a. This would help the younger student decide if EMS was a career pathway, they really would like to pursue
 - b. It would be measured by the willingness of this program by several EMS agencies
 - c. I do not know of any other programs but I think it would be very beneficial to the high school student enrolled in the program who is not sure what it will involve
 - d. I have talked to the local EMS director who thinks this would be a viable program. It could be accomplished by the next school year, after being approved by the KBEMS-due date fall 2019

7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

The very nature of this program lends itself to academic excellence. There is no room for mistakes in caring for life threatening situations. For this reason, the students are held to a very high standard in the classroom. The Independence Community College Advanced EMS program creates an environment for learning, with an emphasis on the application, expression and expansion of the care of the sick and injured person. The student will learn to apply these principles of emergency education to improve the quality of the student life and the lives of others.

The program incorporates community service projects such as helping with health fairs at churches and industries, along with demonstrations at local schools on the dangers of drinking or texting and driving.

Upon successful completion of the National Registry exams, this program contributes to the workforce with people highly qualified in life saving techniques. These techniques can be useful in many job opportunities.

The student will have many opportunities to care for people of many cultural diversities during their class, field internship and clinical hours. This training will help them develop an empathy and tolerance for the world in which they live and work.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment

- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment

- Other, as applicable

- Accreditation Fee Request

- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

There is no specific budget for the Advanced EMS Program certificate.

Commented [BS14]: Since both of your certificates share a budget, you should list the same budget info here as in the EMS review.

You may also consider including your zero-based budget request here also.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

Sue Manning, as the only full time faculty, prepared this report from observations, reflections and reviewing previous years.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Program Review Committee Comments: This review did not include any program or course assessment data as outlined in the ICC Assessment Handbook for AY2016-17 and AY2017-2018. The author did not provide any reasoning for the omission or provide a plan of correction. It should be mentioned that the Fall 2018 course assessment was provided for the AEMT course. Since the program is made up of AEMT course, 2 phlebotomy courses, and a communication course, it seems important to provide assessment of all the medical related courses of the certificate.

The review states that AEMT has success with national practical and cognitive exams, even going so far to state that this program has the "one of the highest pass rates in the state." It however does not provide any data to support this statement.

This program review fails to discuss its impact/needs with respect to the EMS Education budget. Does this mean that program does not incur any additional costs to the College outside of the EMS Education budget? If the answer is no, what budget line funds AEMT certificate?

Without any data from AY2016-17 or AY2017-18 to support the conclusions made in the AEMT Program review, the Program Review committee does not agree with the vitality descriptor of "Maintain Current Levels of Support/Continuous Improvement." The Committee recommends this program for Revitalization. This program does not appear to have a course or program assessment framework that is consistent with the ICC Assessment Handbook. It is recommended the program faculty reach out to the

Assessment Committee for help implementing the ICC assessment requirements. The Program Review Committee attempted to provide feedback and assistance in-person, by email, and through comments provided on this document.

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.