

Comprehensive
Program
Of
EMS Education
For
2018-2019

Prepared by
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12-14-2018



Independence
COMMUNITY COLLEGE

Table of Contents

| | |
|---|----|
| 1.0 Program Data and Resource Repository..... | 3 |
| 1.1 Program Summary | 3 |
| This program is intended to train the student in caring for the individual who is sick or injured and requires emergency treatment. The program includes not only the medical care required but also the affective objectives of emotional and compassionate care of the patient..... | 3 |
| 1.2 Quantitative and Qualitative Data | 3 |
| Narrative: | 3 |
| 2.0 Student Success | 7 |
| 2.1 Define Student Success..... | 7 |
| 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..... | 7 |
| 2.2 Achieve/Promote Student Success | 7 |
| 3.0 Assessment of Student Learning Outcomes | 8 |
| 3.1 Reflection on assessment | 8 |
| 3.2 Significant Assessment Findings | 12 |
| The students enrolled in the EMS Education 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 this skill during many scenarios. | 12 |
| The student must also be able to make ethical decisions concerning patient care. There are many discussions on these decisions such as confidentiality, dealing with criminals and drug users and cultural differences. | 12 |
| 3.3 Ongoing Assessment Plans | 12 |
| 4.0 External Constituency and Significant Trends..... | 14 |
| 4.1: Program Advisory Committee:..... | 14 |
| Narrative: | 14 |
| 4.2: Specialized Accreditation:..... | 15 |
| Narrative: | 15 |
| 4.3: Other:..... | 15 |
| Narrative: | 16 |
| Narrative: | 17 |
| 5.2 Degree and Certificate Offerings or Support | 17 |
| Narrative: | 17 |

| | |
|---|----|
| 6.0 Faculty Success..... | 18 |
| 6.1 Program Accomplishments | 18 |
| Narrative: | 18 |
| 6.2 Faculty Accomplishments | 18 |
| Narrative: | 18 |
| 6.3 Innovative Research, Teaching and Community Service | 18 |
| Narrative: | 18 |
| 7.0 Program Planning & Development for Student Success..... | 19 |
| 7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends..... | 19 |
| Narrative: | 19 |
| 7.2 Academic Program Vitality Reflection, Goals and Action Plans..... | 19 |
| Narrative: | 19 |
| 7.3 Academic Program Goals and Action Plans | 20 |
| Narrative: | 20 |
| 7.4 Mission and Strategic Plan Alignment | 21 |
| Narrative: | 22 |
| 8.0 Fiscal Resource Requests/Adjustments | 23 |
| 8.1 Budget Requests/Adjustments | 23 |
| Narrative: | 23 |
| 9.0 Program Planning and Development Participation | 27 |
| 9.1 Faculty and Staff..... | 27 |
| Narrative: | 27 |
| 9.2 VPAA and/or Administrative Designee Response..... | 27 |
| Narrative: | 27 |
| 10.0 Appendices..... | 29 |

1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

This program is intended to train the student in caring for the individual who is sick or injured and requires emergency treatment. The program includes not only the medical care required but also the affective objectives of emotional and compassionate care of the patient.

Certificate requirements include the 13 credit hour EMT course and the 3 hour Medical Terminology course.

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:

EMS Education Assessment Data AY 2017-2018

Number of Faculty:

1 full time (Manning)

0 part time

Enrollment & Student credit hours by Faculty type:

Full time: 35 total credit hours taught, with 41 total students enrolled

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

Average Class size:

6.83 students in Face-to-Face classes

0 students in online classes

6.83 students across all courses

Completion rates:

97.56% face-to-face

0% online

97.56% all courses

Pass ('D' or better) rates:

92.50% face-to-face

0% online

92.50% all courses

Pass ('C' or better) rates:

87.50% face-to-face

0% online

87.50% all courses

Number of Majors: 2 (plus 3 EMT Basic) (1 returned in Fall 2018)

Degrees Awarded: 0

| YEAR | TERM | ID | SECTION | NAME | CREDITS | ADDS | ID | Instructor | Completions | Passed D or better | Passed C or better |
|------|--------|---------|---------|---------------------|---------|------|------------|------------|-------------|--------------------|--------------------|
| 2017 | FALL | HEA1106 | HS01 | EMT PART 1 | 6 | 4 | P000101345 | S. Manning | 4 | 4 | 4 |
| YEAR | TERM | ID | SECTION | NAME | CREDITS | ADDS | ID | Instructor | Completions | Passed D or better | Passed C or better |
| 2017 | FALL | HEA1106 | HS01 | EMT PART 1 | 6 | 4 | P000101345 | S. Manning | 4 | 4 | 4 |
| 2018 | SPRING | HEA1113 | 0001 | EMT | 13 | 7 | P000101345 | S. Manning | 6 | 5 | 5 |
| 2018 | SPRING | HEA1127 | HS01 | EMT PART 2 | 7 | 4 | P000101345 | S. Manning | 4 | 4 | 2 |
| 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 |
| | | | | | | 41 | | | 40 | 37 | 35 |

EMS Assessment Data AY2016 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

| | CRED | ADD | PERSON | CODE | ID | Completed | Passed |
|--|------|-----|----------------------|------|----|-----------|--------|
| 2016 FALL FULL 04HEA1003 9214 PHLEBOTOMY | 3 | 6 | S. Manning | 6 | 6 | | |
| 2016 FALL FULL 04HEA1113 9211 EMT | 13 | 8 | S. Manning | 7 | 7 | | |
| 2016 FALL FULL 04HEA1113 9212 EMT | 13 | 5 | J. Reed | 5 | 4 | | |
| 2016 FALL FULL 04HEA1113 9218 EMT | 13 | 13 | S. Manning | 11 | 8 | | |
| 2016 FALL FULL 04HEA1143 9216 MED TERM | 3 | 9 | S. Manning | 9 | 9 | | |
| 2016 FALL FULL 04HEA1143 9217 MED TERM | 3 | 7 | S. Manning | 6 | 3 | | |
| 2016 FALL FULL 04HEA1167 9213 AEMT | 7 | 8 | S. Manning | 8 | 8 | | |
| 2016 FALL SECOND 04HEA1013 9215 PHLEBOTOMY/CLIN | 3 | 6 | S. Manning | 6 | 5 | | |
| 2017 SPRING FULL 04HEA1113 0001 EMT | 13 | 8 | J. Reed & S. Manning | 7 | 5 | | |
| 2017 SPRING FULL 04HEA1143 0001 MED TERM | 3 | 4 | S. Manning | 4 | 3 | | |
| 2017 SPRING FULL 04HEA1143 HS01 MED TERM | 3 | 11 | S. Manning | 11 | 10 | | |
| 2017 SPRING FULL 04HEA1167 0001 AEMT | 7 | 6 | J. Reed | 5 | 5 | | |
| Online | 84 | 91 | 85 | 73 | | | |
| 2016 FALL FULL 03COM1233 6511 INTERPERSON COM | 3 | 10 | K. Ori | 10 | 7 | | |
| 2016 FALL SECOND 03COM1233 6512 INTERPERSON COM | 3 | 13 | K. Ori | 13 | 5 | | |
| 2017 SPRING FULL 03COM1233 6762 INTERPERSON COM | 3 | 6 | K. Ori | 6 | 4 | | |
| | 9 | 29 | 29 | 16 | | | |

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.)*

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.

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.)*

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. During these skill practices the student will have ample time to practice and gain proficiency on his practical skills and decision making. The students will have opportunity to help each other by watching and critiquing skills. During the course there will be corrective and positive feedback as to the continuing condition of the 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.

The student is required to attend 20 hours of clinical practice in the emergency room and 24 hours of hands on training with an ambulance service.

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.

Assessment Report for *Course Name EMT HEA 1113* Term: Fall 2018

Summary Table

| Learning Outcome | Met/ Partially Met/ Not Met | Summary of Future Planned Action(s) |
|--|-----------------------------|-------------------------------------|
| 1. Demonstrate the care and assessment of the pre-hospital medical and trauma patient | Met by 100 % of students | The plan is working |
| 2. Demonstrate a knowledge of human anatomy and physiology | | Will be assessed Spring 2019 |
| 3. Demonstrate the administration and calculation of EMT level medications | | Will be assessed Fall 2019 |
| 4. Apply legal and ethical principles pertaining to emergency medical technology, ambulance operations and basic triage in a variety of settings | | Will be assessed Spring 2020 |

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

Measure #1

| | |
|-----------------------|---|
| Measure 1 Description | This is measured by the student passing the practical portion on the state ems exam |
| Measure 1 Type | <p>Instructions: <i>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)</i></p> <p>x Direct Indirect</p> |
| Measure 1 Target Goal | <i>The target goal is to have 100% of the students pass the state practical exam</i> |

Measure #2

| | |
|-----------------------|--|
| Measure 2 Description | <i>This outcome is measured by the students passing the Anatomy and Physiology test which is associated with the Anatomy and Physiology module</i> |
| Measure 2 Type | <p>x Direct Indirect</p> |
| Measure 2 Target Goal | <i>100 % of the students must pass this test with a 75% or better</i> |
| Measure 2 Results | 100% of the students passed with a 75% or better |

Summary of Learning Outcome #1:

| | |
|-------------------|--|
| This outcome was: | <input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| Findings | <i>I found that although the format of the state practical exam has changed, the program has changed as well and we are able to instruct the student adequately to pass the test</i> |
| Further Action | <input type="checkbox"/> Further Action Planned <input checked="" type="checkbox"/> Further Action <input type="checkbox"/> Unnecessary If further action is planned, provide details here: |
| Strengths? | The adjunct instructor, Jesse Reed, who taught the EMT HEA 1113 class fall semester 2018, did a great job of teaching his students about patient assessment and anatomy. |

The final assessment of the program will be at the state and national level. The state of Kansas requires the students successfully complete a practical exam and also a cognitive exam at the national level.

For the past 2 years the program has had 100% pass rate for the **practical level of examination.**

For the past 2 years the program has had a 90% pass rate for those who challenged the National cognitive exam.

EMT

Fall 2016 there were 22 students enrolled

- 6 students dropped out

- 22 students passed their practical exam

- 8 students passed their national exam (8 IHS students did not take the test)

- 5 students are currently working in a related field

Spring 2017 there were 9 students enrolled

- 2 students dropped out

- 7 students passed their practical exam

- 5 students passed their national exam

- 5 students are currently working in a related field

Fall 2017 there were 4 students enrolled (there was an IHS class only)

- 4 students passed their practical exam

- 3 students passed their national exam

- 4 students are continuing their education

Spring 2018 there were 7 students enrolled

- 1 student dropped out

- 1 student took an incomplete

- 5 students passed their practical exam

- 4 students passed their national exam

- 4 students are working in a related field

AEMT

Fall 2016 there were 9 students enrolled

- 1 student dropped out

- 8 students passed their practical exam

- 8 students passed their national exam

- 8 students are working in a related field

Spring 2017 there were 6 students enrolled

- 1 dropped out

- 5 students passed their practical exam

- 5 students passed their national exam

- 5 students are working in a related field

There were no AEMT classes in the fall of 2017 or the spring of 2018

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.)*

The students enrolled in the EMS Education 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 this skill during many scenarios.

The student must also be able to make ethical decisions concerning patient care. There are many discussions on these decisions such as confidentiality, dealing with criminals and drug users and cultural differences.

Critical thinking is a major portion of the course curriculum. Assessing the situation and condition of the patient, making a plan of care and carrying it out often has to be done in a matter of minutes. The student also uses critical thinking to decide if the plan of care is working and if not decide the next step.

These outcomes are assessed by cognitive exams and also by observing the student in the scenario situation. Each student must also complete many skills during their clinical and field internship hours both in the ER and EMS. A precept paper is completed each time a student completes a rotation at these facilities detailing how the student functioned in the various situations they encounter.

The use of many more real life scenarios has greatly enhanced the student's performance during their clinical experience.

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.

The program will continue to focus on the actual aspect of patient care through many more scenario situations. The Kansas practical certification exam is now focused on patient assessment with the new practical exam being a trauma or medical assessment only.

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:

- 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).

Narrative:

*Sue Manning-AEMT, Kansas Board of EMS Instructor Coordinator, Kansas State Certified EMS Examiner, Faculty ICC full time 11 years, total 23 years

Jason McAfee-Independence High School principal, 2 years

Shawn Bennett- AEMT, Fredonia EMS, 5 years

Ann Swink- Community member 6 years

Jess Reed-Paramedic, Kansas Board of EMS Instructor Coordinator, Chief of Fire and EMS in Cherryvale, 6 years

Keith Copithke-AEMT, Kansas Board of EMS Instructor Coordinator, Independence Fire and EMS, 8 years

Pat Pomeroy-Paramedic, Kansas Board of EMS Instructor Coordinator, Independence Fire and EMS, 4 years

Bill Knight-Community member 8 years

David Cowen-Paramedic, City of Independence Safety and Health Task Force Administrator, 8 years

Sam Carnes-High School Counselor, Independence High School 2 years

Shawn Wallis-EMT, Chief of Fire and EMS, Independence EMS, 3 years

Becky Mitchell-RN, Director of Nursing and the Emergency Room in Independence, Labette Health, 2 years

Dr. Melinda Allen-Director of the ER in Independence, Labette Health 1 year

Advisory Board Minutes

Independence Community College

EMS Education Program

March 28, 2018

The meeting convened at 1800.

The members include:

Jason McAfee, Shawn Bennet, Jesse Reed Pat Pomeroy, Bill Knight, David Cowen, Shawn Wallis, Becky Mitchell, Ann Swink, Dr. Empson and Nathaneal Day

Old Business: several recruiting events have been held including a fair at IHS, Zoolloween, and a college event at Cherryvale

New Business: Both classes are doing well although enrollment is down. Our recruiter has stated that it looks good for the fall. The plan is to have students bused to ICC West in the fall for a 3 hour class time frame. Hopefully the area schools will agree to this, we are waiting to find out so schedules can be finalized.

The meeting was adjourned at 1915

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 be accredited with the Kansas Board of EMS to teach the EMT or AEMT courses.

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.

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.

The institution provides support for student learning.

The program has agreements with area Emergency Rooms and Emergency Medical Services in order for the student to complete the required field internship hours and skills.

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, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The EMS Education courses that are taught both on campus and at the high school are required to have the curriculum approved by the Kansas Board of EMS and so will have the same content.

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 EMS Education program 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 the EMS Education program 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, Dr. offices, summer camps, industry medical teams, missions in foreign countries, TV show medics, Amusement parks. According to the Bureau of Labor and statistics, the top EMS jobs would be in government with the top salary being in Hawaii.

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 EMS Education degree is offered to students who complete the EMT program as well as 3 credit hours obtained from a Medical Terminology course. The AEMT certificate is offered to students who complete the AEMT program as well as Phlebotomy and either Interpersonal Communications or Public Speaking. To further the student's education as a Paramedic the student must complete an associate degree.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The EMS Education program has one of the highest pass rates in the state. 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 Halloween event at the zoo, participation in the Christmas parade and helping with the community benefit for under privileged families at thanksgiving time at a local church.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Sue Manning is a certified state examiner. 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. She has also taught a successful Kansas EMS instructor/ coordinator class.

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 EMS education is always changing. In order for successful instruction, the faculty must continuously read EMS articles in journals and 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 the Boy and Girl scouts and many child day cares in the community.

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 EMS Education Program at ICC. Students usually have, by the end of the course, decided if this is a career choice they would want. Most employers will want their employees to further their training and this would increase the number of students enrolled in the AEMT course.

This year there were 3 instructors which is 2 more than in the past. This meant that more classes could be taught, greater use of the facility and most important good technicians could be turned out into the streets to care for those in need.

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

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:

The student credit hour requirement of 13 credit hours indicates a full time student which greatly helps with the student headcount overall. There are many career choices available for successful completion of the courses and therefore the opportunity to impact community involvement increases.

There are many agreements with facilities including Labette Health, Neosho Regional Medical Center, Fredonia Medical Center, Cherryvale EMS, and Independence EMS.

The successful pass rate of the EMS Education courses indicates that the curriculum coincides with the training expected by the Kansas Board of EMS.

During meetings with the advisory committee, there have been many comments made about how well the EMS Education has trained the students to perform on the job. Students have been hired as far away as Burlington, Iowa, Winfield and even Korea.

EMS Education classes have been very successful in enrollment. Although there is routinely some drop outs, as some students find the course too difficult or time consuming, 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 course 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 EMS Education program would be to:

1. Increase faculty awareness of new trends in 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
 - d. This could be accomplished in one year with the appropriate funds for professional development-due date 09/2021
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 t shirt underneath
 - c. This can be done during the next classes
 - d. The practical exam is now being given in this format-due date fall 2019
3. Increase the research aspect of the courses.
 - a. The students currently research and review 2 articles and present them to the class
 - 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 spring classes-due date fall 2019

The long term goals for the EMS Education would be to:

1. Increase the program to include Paramedic
 - a. This would retain students
 - b. It would be possible if the college would get accreditation through the Kansas Board of EMS
 - c. This would take someone who could dedicate the time to completing this very complicated goal
 - d. Students would need to have their associate degree and so it would increase FTE
 - e. This goal would take several years to accomplish-due date fall 2022
2. Acquire some Sims equipment for more realistic training
 - a. This goal can only be accomplished by increasing the budget for the program or getting a grant
 - 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 will depend on the enrollment increasing and the budget allotment to the program
 - d. This goal could be accomplished in one year if a grant could be obtained, or enough funds were raised-due date fall 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 path they really would like to pursue.
 - b. It would be measured by the acceptance 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. This could be accomplished in 2 years after the Board of Kansas EMS approves and the local facilities approve-due date fall 2021

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 we hold our students to a very high standard in the classroom. Independence Community College EMS Education Program creates an environment for learning, with an emphasis on the application, expression and expansion of the care of the sick and injured person and applying these principles of emergency education to improve the quality of our student's lives and the lives of others.

This 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 Kansas and National 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:

The budget projection for the EMS Education Program:

| | |
|---|----------------|
| Educational development: workshops, conferences |\$1000.00 |
| Operational costs (equipment) |\$1000.00 |
| Membership fees |\$ 300.00 |

The operational costs would be for student use items such as IVs, needles and catheters etc.

INDEPENDENCE COMMUNITY COLLEGE

EMT

For the Twelve Months Ending Saturday, June 30, 2018

| | | <u>Expense</u> | <u>Remaining</u> |
|------------|-----------------------|------------------|--------------------|
| 12-510:550 | Salary | \$63,164.54 | (\$63,164.54) |
| 12-591:598 | Fringe Benefits | 14,279.97 | (14,279.97) |
| 12-601 | Travel | | |
| 12-602 | Food and Meals | 7.48 | (7.48) |
| 12-606 | Student Travel | | |
| 12-607 | Rentals | | |
| 12-611 | Postage & Shipping | | |
| 12-613 | Printing | | |
| 12-615 | Advertising | | |
| 12-616 | Promotions | | |
| 12-617 | Recruiting | | |
| 12-619 | Animal Food | | |
| | Conference | | |
| 12-626 | Fees/Registration | | |
| 12-631 | Telephone | | |
| | Lease/Rental/Lease | | |
| 12-641 | Purchase | | |
| 12-646 | Service Agreements | | |
| 12-647 | Fuel/Gas | | |
| 12-649 | Repairs | | |
| 12-661 | Contract Services | | |
| 12-662 | Legal Services | | |
| 12-663 | Consultants | | |
| 12-681 | Dues/Memberships/Fees | | |
| 12-682 | Subscriptions | | |
| 12-699 | Uniforms | | |
| | Instructional | | |
| 12-700-000 | Supplies | 1,340.13 | (1,340.13) |
| | Instructional | | |
| | Supplies (Innovation | | |
| 12-700-001 | Fee) | 170.00 | (170.00) |
| 12-701 | Office Supplies | 125.72 | (125.72) |
| 12-702 | Paper Supplies | | |
| 12-703 | Books | | |
| 12-704 | Periodicals | | |
| | Media (Videos, | | |
| 12-705 | DVD) | | |
| | Professional | | |
| 12-717 | Development | | |
| 12-719 | Misc. Expenses | | |
| | Equipment- Non- | | |
| 12-850 | Capital >\$5,000 | | |
| 12-852 | Software & Licenses | | |
| | Total | 79,087.84 | (79,087.84) |

INDEPENDENCE COMMUNITY COLLEGE
EMT
For the Twelve Months Ending Saturday, June 30, 2018

| | | Expense | Remaining |
|------------------|-------------------------------------|-----------|-------------|
| Salary: | | | |
| 12-1287-520-000 | Faculty Salaries: Full-Time Faculty | 55,250.04 | (55,250.04) |
| 12-1287-521-000 | Faculty Salaries: Overload | 7,150.00 | (7,150.00) |
| 12-1287-530-000 | Clerical/Staff Salaries: Non-Exempt | 764.50 | (764.50) |
| 12-1287-531-000 | Clerical/Staff Salaries: Exempt | | |
| | Total Salary | 63,164.54 | (63,164.54) |
| Fringe Benefits: | | | |
| 12-1287-591-000 | FICA (Social Security, Medicare) | 4,568.49 | (4,568.49) |
| 12-1287-594-000 | Insurance Premiums | 9,711.48 | (9,711.48) |
| 12-601 | Total Fringe Benefits Travel | 14,279.97 | (14,279.97) |
| Food and Meals: | | | |
| 12-1287-602-000 | Food and Meals | 7.48 | (7.48) |
| | Total Food and Meals | 7.48 | (7.48) |
| 12-606 | Student Travel | | |
| 12-607 | Rentals | | |
| 12-611 | Postage & Shipping | | |
| 12-613 | Printing | | |
| 12-615 | Advertising | | |
| 12-616 | Promotions | | |
| 12-617 | Recruiting | | |
| 12-619 | Animal Food | | |
| | Conference | | |
| 12-626 | Fees/Registration | | |
| 12-631 | Telephone | | |
| | Lease/Rental/Lease | | |
| 12-641 | Purchase | | |
| 12-646 | Service Agreements | | |
| 12-647 | Fuel/Gas | | |
| 12-649 | Repairs | | |
| 12-661 | Contract Services | | |
| 12-662 | Legal Services | | |
| 12-663 | Consultants | | |
| 12-681 | Dues/Memberships/Fees | | |
| 12-682 | Subscriptions | | |
| 12-699 | Uniforms | | |

Instructional Supplies:

| | | | |
|--|---|------------------|--------------------|
| 12-1287-700-000 | Instructional Supplies | 1,340.13 | (1,340.13) |
| | Total Instructional Supplies | 1,340.13 | (1,340.13) |
| Instructional Supplies (Innovation Fee): | | | |
| 12-1287-700-001 | Instructional Supplies (Innovation Fee) | 170.00 | (170.00) |
| | Total Instructional Supplies (Innovation Fee) | 170.00 | (170.00) |
| Office Supplies: | | | |
| 12-1287-701-000 | Office Supplies | 125.72 | (125.72) |
| | Total Office Supplies | 125.72 | (125.72) |
| 12-702 | Paper Supplies | | |
| 12-703 | Books | | |
| 12-704 | Periodicals | | |
| 12-705 | Media (Videos, DVD) | | |
| 12-717 | Professional Development | | |
| 12-719 | Misc. Expenses | | |
| 12-850 | Equipment- Non-Capital >\$5,000 | | |
| 12-852 | Software & Licenses | | |
| | Total | 79,087.84 | (79,087.84) |

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. The Fall 2018 course assessment EMT (HEA1113) was provided but was not discussed (see 3.2).

The review does provide success data for the practical and national exams for EMS, though it does not summarize into success rates per semester. It is noted that most semesters have a success rate near 100%.

Based on the data provided for the practical and national exams for EMS, the Program review committee supports the vitality descriptor of "Maintain Current Levels of Support/Continuous Improvement." However, the support is given with serious concern. 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.

VPAA: I support the recommendation of the Program Review Committee. It is expected that this faculty member will work heavily with the Assessment Committee and Program Review

Committee in the future to produce a better comprehensive report that shows real data for the program so that goals can be set that reflect the data.

10.0 Appendices

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