Instructional Program Review
Emergency Medical Services Professions

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by "*enriching the lives of our students and our community.*"

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.
If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** *(Department Chairs List Dept.; Coordinators List Program):*

> *Emergency Medical Services Professions*

2. **Department and/or Program(s) Purpose Statement:**

> *The EMSP program strives to provide empowering education and clinical/field experiences to students of all ages and backgrounds seeking entry into the Emergency Medical Services profession.*

3. **Program Review Year (i.e. Most Recent Academic Year)**

> 2013-2014

4. **Date of Submission:**

> May 31,2015

5. **Lead Person Responsible for this Program Review:**

> Name: Doug Adcock
> Title: Director
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6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

> Paul Whitfield, Associate Professor; Wade Olsen, Assistant Professor

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). <u>Please use Firefox or Chrome browser to open links.</u>

1. Based on the most recent reported data, please evaluate your program(s).

    A .*Overall Program Data* (Complete this section <u>if</u> your dept. produces any certificate and/or terminal degree.)
    (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)		X EMSP Career Info.pdf		
b. Completion		X EMSP Completion.xlsx		
c. Licensure Pass Rates			X Paramedic Pass Rates.docx EMT Pass Rates.docx	
d. Retention (FA-SP) and (FA-FA)		X EMSP retention.xlsx		
e. Grades A-C	X EMSP GRADES A_C.xlsx			
f. Annual Enrollment	X EMSP Annual Enrollment.xlsx			
g. Survey, Focus Group, & Related Data		X		

Based on the data in Part A, respond to the following two questions:

    i.   Identify one area in which your program(s) excel.

> Licensure Pass Rates Comparison to National Pass Rates shows program exceeds in all certification levels.
>
> Paramedic Pass Rates.docx   EMT Pass Rates.docx

    ii.   Identify one area in which your program(s) need to most focus for the next few years.

> Grades A-C especially in EMSP 1501 and EMSP 1163 , these two open enrollment course have a high attrition rate compared to our advanced courses.
>
> EMSP retention.xlsx

B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)

IDS_Course Sort.xlsx

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)	IDS_Ethnicity EMSP.xlsx X		
b. Grades A-C (IDS – Age)	IDS_Age EMSP.xlsx X		
c. Grades A-C (IDS – Gender)	IDS_Gender EMSP.xlsx X		
d. Grades A-C (IDS – First Generation)	IDS_First Gen EMSP.xlsx X		
e. Grades A-C (IDS – Pell)	X IDS_Pell EMSP.xlsx		
f. Grades A-C (IDS – Full/Part-Time)	IDS_Part_Full time EMSP.xlsx X		

g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data		X	

Based on the data in Part B, respond to the following two questions:

i. Identify two courses that are doing well.

> EMSP 1455, EMSP 1438
>
> IDS_Course Sort
> 1438, 1455.xlsx   These two advanced courses have 100% completion with students in all course specific data categories.

ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

> EMSP 1501, EMSP 1163
>
> IDS_Course Sort
> 1163, 1501.xlsx   These two courses are open enrollment and have students that may or may not have an EMTT declared degree plan. Focus will be to increase A-C percentages, maintain enrollment and encourage enrollment into the advanced program.

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

> *1) Focus on Student Success Performance Measures: c) Successful completion of a course with a grade of "C" or better*
>
> *2) Focus on AC's Primary (Institution-Wide) Academic Intervention Strategies: b) Tutoring*
>
> *In the Fall 2013, implementation of a mandatory tutoring session for students identified at risk for not completing the course with a minimum grade of "C" is one way the EMSP program support student success initiatives.*

Each department/program is expected to support **AC's Strategic Planning** initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

> *1.5.1.2.1* *CTE and CE faculty and staff will collaboratively offer all necessary credentials (e.g. degrees, certificates, industry certificates) which will allow students increasingly to sustain themselves via jobs within the chosen career cluster.*
>
> *In 2013 the EMSP program added one marketable skills award (EMSP.MKT) and one level 1 certificate. These are the first two of four stackable certifications/degrees.*

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

> NA

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the **ACGM**/**WECM**.
   (List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	All Courses
Critical Thinking Skills	All Courses
Empirical & Quantitative Skills	All Courses
Teamwork	All Courses
Personal Responsibility	All Courses
Social Responsibility	All Courses
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

> Use of the National EMS Education curriculum mandated by the state of Texas the recent mandated legislative review of the EMSP curriculum objectives which resulted in the change to a 60 hour degree plan.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	EMSP 2243
Embedded Questions	All Courses
Licensure Exam	All Courses
Portfolios	n/a
Projects/Essays	EMSP 2430
Testing (i.e. course-based testing; finals)	All courses
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

> The program faculty changed our teaching styles in EMSP 1501, moved from a strict lecture format to a student centered learning environment with more group interaction, peer to peer instruction, facilitated discussions.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

> EMSP 2430 Special Populations *implemented Reading and Thinking critically. The goal being to encourage the student to be open-minded - using judgement and discipline to process what he/she are learning about without letting their personal bias or opinion detract from the arguments. Professional development offerings would benefit the EMSP program.*

PART D: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's <u>most important</u> goal(s) (i.e. broad goals you wanted to accomplish)?

> *Students will graduate with the knowledge and skills to provide entry level pre-hospital patient care.*

2. For this review year, what is/were each program's <u>most important</u> measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 <u>outcome statements</u>. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

> Outcome: Students graduating from the program will meet or exceed a first time pass rate of 75% on the national certification/state licensure examination.

3. Identify your results and analyze your data.

> First time pass rates exceeded the 75% benchmark was exceeded by 5%
>
>
>
> Paramedic Pass Rates.docx

What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

> In the Fall 2015, plan to implement use of online practice examinations based on the module structure of the national licensure exam

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

> The EMSP faculty have started using the SImCentral Simulation Lab in the capstone course in preparation for the national licensure/certification written and practicum examinations

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

> The EMSP faculty uses an external advisory committee, instructor recertification in areas of curriculum taught, such as AHA Pediatric Advanced Life Support, Advanced Cardiac Life Support, Pre-Hospital Trauma Life Support and AC Professional Development offerings to improve the program.

3. What is the biggest issue/obstacle that your program currently faces?
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

> The biggest issue is reducing the student attrition rate in the EMSP 1501 and 1163 courses. These are the foundational courses for the program and the completers provide the applicant pool for the advanced program. With the shortage of employees in all certification levels in the EMSP profession, successful completion of these first year courses is paramount in meeting the needs of industry. By requiring completion of all developmental

courses, two related prerequisite courses before the student enrolls in the EMSP courses should provide the basic knowledge foundation needed to succeed in the content heavy EMSP courses. To facilitate this progression, accurate advising of students interested in EMSP as a career is a must.

4. Additional Comments Pertinent to this Review (Not Required):

None