



Program Review
Form for Completion of Self Study
Instructional

(Including BOTH Academic and Continuing Education)

The ID number for this form is 276. You will need this number to update or edit your submission in the future.

Name of Division: Allied Health

Name of Department: EMSP

Name of Program: EMSP

This Program Review is being conducted during year: 2007-2008

I. Program's/Department's Purpose

A.) State the purpose of the program/department. How is this purpose within the mission of Amarillo College?

Provide educational services that adhere to the United States Department of Transportation (U.S. DOT) National Standard Curriculum (NSC) for Emergency Medical Services (EMS) Providers and nationally recognized credentialing agencies for candidates seeking initial EMS Certification/Licensure and Continuing Education opportunities for currently certified/licensed EMS Professionals.

B.) When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

Spring, 2007

C.) If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

The Continuing Education (CE) Course Offerings from the EMSP Program are designed to meet the needs of currently certified/licensed EMS professionals as well as the needs of members of the community and region that practice in other allied health and nursing fields as well as members of local and regional fire departments.

(See Goal Number 1 of the Amarillo College Strategic Plan Through 2010)

D.) Does the program have admissions policies?

Yes

1. Where are the policies published?

Amarillo College Catalog EMSP Program Web Site (<http://www.actx.edu/emsp>) EMSP Program Brochures and Application Packet

2. Explain how these policies are consistent with the mission of Amarillo College.

The admission policies are in place to assure that following program completion candidates will meet all requirements to be eligible for testing that leads to certification/licensure.

E.) Is the program/department accredited?

Yes

1. Which agencies or organizations accredit the department/program?

Texas Department of State Health Services (TDSHS)-Emergency Medical Services

2. How many years are in the accreditation cycle?

4

3. When was the accreditation affirmed or granted?

Spring, 2006

4. What is the current status of the accreditation?

Accredited

F.) Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses?

Yes

1. Identify the external approver(s) for the department/program.

TDSHS

2. What approval schedule is required by the external approver(s)?

Following the last site visit from representatives of TDSHS the EMSP Program was given a 4 year, non-conditional approval.

3. When did the program/department last receive approval?

Spring, 2006

II. Program's/Department's Improvements based on Planning, Evaluation and Assessment

A.) Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years.

The EMSP Program has initiated a data base to track primary, secondary, and tertiary attempts/pass rates for the National Registry (NR) Exam for basic and paramedic course completers.

This function was initiated because of a tremendous discrepancy between THECB numbers being reported and actual results.

B.) Identify at least one example of improvements/revisions which resulted from the last Program Review.

The last institutional program review was conducted in June 2002. One of the committee recommendations was to pursue external educational opportunities by working with PEMSS and any other similar entity, with the intent to generate additional contact hours for the EMS program. The EMSP faculty worked with Pantex in the development and implementation of in-kind CE classes for their EMT- Basic and EMT-Paramedic fire department personnel. These offerings began in 2004 and are ongoing. In 2004 and 2005, 5 classes were taught for 2860 contact hours each year. In 2006, 6 classes were taught for 3260 contact hours. In 2007, 7 classes were taught for 3000 contact hours.

C.) Identify all the delivery approaches used for courses within this program/department: (Select all that apply).

traditional classroom

D.) Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

The EMSP Program has intensified efforts to recruit students and conduct classes on our satellite campuses in Dumas and Hereford. A Basic EMT Class is currently being offered in Dumas and a course is tentatively scheduled for Hereford in the Spring, 2008 Semester.

Additionally, the program is offering two Basic EMT classes on the Amarillo Area Center for Advanced Learning (AACAL) campus of the Amarillo Independent School District (AISD) in the Spring, 2008 Semester. These classes follow the first successful offering which completed in the Spring, 2007 Semester.

E.) Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

| | | | | |
|--|-------------------------------------|-------|--------------------------|--------------------------------|
| Paul Assistant Amarillo | Whitfield, Professor, College | M.S., | L.P., Program EMSP | NREMT-P Director Program |
| Doug Instructor Amarillo | Adcock, College | B.S., | L.P., EMSP | NREMT-P Program |
| Charles Instructor Amarillo College EMSP Program | Wade Olsen, | B.S., | L.P., | NREMT-P |

1. Explain the primary reasons behind the competencies that were selected.

The curriculum and course competencies are authored by the U.S. DOT and are contained in the National Standard Curriculum.

The state of Texas adopted the National Standard Curriculum as a requirement for EMS Program instruction.

2. Identify the primary reasons for the assessment tool(s) selected.

Mandated by the U.S. DOT National Standard Curriculum and the TDSHS.

3. Evaluate the assessment approaches to date.

Current assesment approaches to date mirror the NREMT examination requirements for certification.

F.) For student or program/course outcome assessments, review the program's/department's five-year graph(s) of *quantitative* results or provide a brief narrative summary of *qualitative* results.

No five-year quantitative results have been tracked. A method to do so is being developed.

1. What changes have been made in the curricula of the program/department because of the analysis of these results?

N/A

G.) Review the five-year graph(s) of course completions for the program/department.

1. Explain any increase or decrease that is more than a one-year anomaly.

No significant anomalies exist in the [EMSP Course Completion graph](#)

2. Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

None required.

H.) Does the program/department provide for alternative methods of awarding credit? (Select all that apply).

Tech-Prep, Credit by Exam

1. What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?

Students that receive Credit by Exam must have a current National Registry Certification and/or a current TDSHS certification or license at, or above the level of the course(s) being challenged.

I.) For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

All candidates for graduation and certification must successfully complete (grade of "C", or higher) a college-level Math Course from the approved list.

All candidates for graduation and certification must successfully complete (grade of "C", or higher) Human Anatomy and Physiology I and II.

All candidates for graduation must successfully complete (grade of "C", or higher) the core of general education requirements for the A.A.S. Degree.

1. Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

Outcomes are assessed and achieved through didactic and psychomotor skills examination, which mirror the national certification examinations. The links to the documentation are via the individual student transcripts, which are evaluated during registration for prerequisite requirements each semester and for meeting the requirements for graduation at the completion of the program.

2. Outline a plan for correcting any weaknesses.

None identified.

J.) Do students/graduates in this program/department have to be certified or licensed?

Yes

1. Review the results for certification/licensure results of the program/department and/or job placement for the past five years.

2. Explain any increase or decrease that is more than one-year anomaly.

Successful National Registry Certification has been achieved by 86% of the EMSP Program graduates over the past 5 years. No anomalies were identified.

3. Provide a plan of action for the identified problem.

None identified.

K.) For all technical programs/departments offering one or more technical programs (Associate in Applied Science or Certificates), review the program's/department's graphs of the results for job placement during the past five years.

1. Explain any increase or decrease that is more than a one-year anomaly.

No anomalies exist in the [EMSP Job Placement graph](#). For the years 2000-01 and 2003-04, each drop represents one unemployed student in that reporting period.

2. Provide a plan of action for the identified problem.

None required. Overall placement is 97%.

III. Curricula

A.) Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

Yes

1. Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Continue As Is

2. Provide an analysis of the review.

All clinical agreements are made through a Allied Health Division with the area medical facilities. These are reviewed and resigned annually or at the end of the contract.

B.) How many curricula changes were approved by the Academic Affairs Committee during the past five years?

0

C.) Is any program within the department a technical program (e.g. AAS or certificate)?

Yes

1. When was the last advisory committee meeting.

Fall, 2007

2. Provide a link to the minutes of the last advisory committee(s) minutes in the Electronic Archives.

<http://www.actx.edu/archives/index.php?module=article&view=38>

3. Provide a link to the appropriate committee membership of the advisory committee(s) in the Electronic Archives.

http://www.actx.edu/archives/files/uplink/Allied_Health_Advisory_Committees_Membership_2007_2008.pdf

IV. Enrollment Data

A.) After receiving the five-year graph(s) indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a one-year anomaly.

1. If so, provide the faculty and staff analysis of their assessment of the problem.

Emergency Medical Services enrollment is cyclical. The [EMSP enrollment](#) data reflects a steady decrease over the past five years.

It is believed the cycle has reached its bottom and is expected to rise over the next several years. This belief is strengthened by certain studies. One of which, titled the *Fastest-growing occupations and occupations projected to have the largest numerical increases in employment between 2004 and 2014*, lists "emergency medical technicians and paramedics" as two of those occupations (Gordon, 2008, p 357). Additionally, through informal conversations with service directors, a shortage of EMS professionals appears to be manifesting regionally. This shortage was recently examined by the

Amarillo Globe News and found to be an accurate perception (EMS finds recruiting difficult, 2007). As employment opportunities increase, enrollment should follow.

References

EMS finds recruiting difficult. (2007, October 7). *Amarillo Globe News*, p. 11A
Gordon, H. R. D. (2008). *The history and growth of career and technical education in America*, (3rd ed.). Long Grove, IL: Waveland Press, Inc.

2. Create an action plan for needed improvement and commendation for any dramatic improvement.

The data reflects normal, cyclical fluctuations in enrollment.

B.) For programs/departments with majors, review the graphs of program majors and the number of new majors by year.

1. Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

Two career paths are offered - [EMSP A.A.S.](#) and [EMSP CERT](#). Enrollment has been down for both paths and corresponds to overall cyclical declines.

V. Resources

A. Faculty

1.) Review the five-year graph(s) of the student to faculty ratio in the program/department.

a. Explain any increase or decrease that is more than a one-year anomaly.

No anomalies appear in the [EMSP Student to Faculty Ratio](#). The EMSP program has three full-time faculty members and numerous part-time staff. Lab ratios are adjusted to 6:1 with staff members as dictated by State requirements.

b. Provide an action plan for improvement of any identified problem.

No action plan is indicated.

2.) In the database for Roster of Instructional Staff (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

All Program Faculty meet the SACS and THECB requirements.

3.) List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

Paul Whitfield-Spring, 2007

Doug Adcock-Spring, 2007

Charles Wade Olsen-Spring, 2007

4.) List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

There is an extensive list of part-time instructors in the EMSP Program. Most of the instructors work in a support capacity to demonstrate, teach, and evaluate performance on psychomotor skills of Basic and Advanced EMSP students. Since these instructors work principally in a support capacity, they are not evaluated.

Occasionally a part-time instructor will team-teach, or be the lead instructor in an EMSP Course.

Jeremy Baker, Justin Baker, and Jody Baker were team instructors in the AACAL Basic EMT Course in the Spring, 2007 Semester. They were evaluated during that Course.

There is currently one part-time instructor that is the lead instructor of an EMSP Course. Jeannette Knowles is teaching a Basic EMT Course in Dumas. The course started in October, 2007. She is scheduled for an evaluation at the mid-term point in the Course and will be evaluated again near the end of the Course.

5.) Amarillo College's Board Policy Manual defines each faculty member's academic freedom as 'full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion.' Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?

No

B. Library

1.) Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply)

Tech-Prep, Credit by Exam Reserve collection, Reference collection, Tutorials/guides

2.) Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Reserve and Reference Collections should be reviewed and updated to include current standards of prehospital care.

3.) Does your program/department have discipline accreditation?

Yes

a. How has the library participated in this discipline's accreditation?

The library was visited by the site visit team during the last TDSHS site visit.

C. Technology and Security/Privacy

1.) After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that the students have access and training in the use of technology?

The program extensively uses the latest available technology available to EMS professionals that work in the field.

The program uses numerous monitor/defibrillators, Automated External Defibrillators (AEDs), capnometric and capnography devices, along with every piece of equipment that a field paramedic would use in his daily practice. This equipment includes a functional ambulance that is housed in an ambulance bay laboratory connected to the EMSP lab.

The program also utilizes numerous simulation manikins for training. Many of the manikins are electronic, including a \$40,000.00 SIMS

manikin used for numerous forms of advanced, invasive therapeutic modalities.

2.) What improvements would ensure that students use technology?

The aforementioned technology is currently in use in the EMSP Program.

3.) Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

No

D. Support Services for Students

1.) Which support services need to be strengthened to better serve students in this program/department?

When utilized, support services are serving our students adequately .

a. Explain what aspects of the services need to be strengthened.

Awareness of support services availability.

2.) Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

None identified.

3.) Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

There is a lack of adequate space for lab instruction in the EMSP program. Current EMT- Basic classes must utilize the lecture classroom for lab skill practice. These skills require the student to work on patients on a tiled floor for extended periods of time. All equipment must be moved from the designated lab to the classroom. This is damaging to the equipment and results in increased repair and replacement costs.

A larger, padded carpeted lab area with ready access to the equipment supply room is needed.

VI. Budget

A.) Which program/department outcomes have resulted in budget requests to date?

Standard consumable laboratory supplies. The current budget meets those needs.

B.) Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.

Formation of an accreditation task force. Program accreditation required by December 31, 2014.

VII. Publications

A.) If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo college and the program/department?

Yes

B.) Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?

No

VIII. Other

A.) State any additional comments/concerns which may impact this program/department during the next five years.

Healthcare worker shortages in general and EMS shortages specifically are expected to drive increasing enrollment over the next several years. Additional clinical site opportunities are currently being explored, as well as expansion possibilities, in preparation for this expected growth.