



2018-19 Program Review – Career Education

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The mission of the EMT Program is to provide students with a comprehensive learning experience that will serve as a gateway for successful careers as first responders in public safety organizations, and private ambulance providers across the United States.

List your Faculty and/or Staff

Demond Simmons, David Brue, Quentin McWhorther, Sean Gascie, Wellington Jackson, Gil Cody, Damon Covington, Felicia Bryant and Julie Green.

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

1. Partner with the Oakland Unified School District—completed.
2. Create a digital platform for marketing the program with an outside entity—in progress.
3. Hire additional faculty and staff—in progress.
4. Purchase additional training equipment for the lab portion of EMT 211 and EMT 230—in progress.

Describe your current utilization of facilities, including labs and other space

On campus: three classrooms and one storage room (shared with MEDAS) are used for instructional delivery, lab training, and storage of equipment for the EMT 211/230 courses.

Career Education

Using the [LaunchBoard](#) what are the job placement rates for your program for the past three years? (What % of your graduates have secured employment in the field within 3 months of leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

2014-15 Job Placement %	% Employed in the field within 3 months	2015-16 Job Placement %	% Employed in the field within 3 months	2016-17 Job Placement %	% Employed in the field within 3 months
65% (EMT)		81% (EMT)		No data for EMT	

Using the [LaunchBoard](#), what are the projected job openings in your discipline for the next three years?

EMT: projected opening for 2015 – 2020 = 300

How is your discipline or program responding with regard to changes in labor market demand?

The demand for EMT's is high in the Bay Area region—the program currently offers two EMT courses and is looking to establish a third course per semester for a total of over 120 enrollment opportunities.

The EMT 211 training is a required certification for individuals seek job and career opportunities in both the fire service and with private ambulance providers. Additionally, EMT training is a prerequisite for paramedic training—in the State of California many fire service agencies only hire candidates who are in possession of a paramedic license.

Do you have an industry advisory board in place?

Yes.

Has your industry advisory board met regularly (at least once per quarter or semester)?

Yes.

Please list of your industry advisory board members.

Demond Simmons, Judon Cherry, Erik Logan, Charleton Lightfoot, and Felicia Wanzo-Bryant.

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

1. Update all EMT courses (completed).
2. Partner with an outside agency to increase the number of non-traditional students in the program (currently working with a vendor to develop a digital recruitment platform).
3. Offer professional development workshops and symposiums (first event is slated for May 2019).

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license? If yes, what is the name of the exam or License? State the set standard pass rate.

Yes. 78%. National Registry EMT (NREMT) exam. The NREMT sets a passing score based on an algorithm—no standard numerical passing score listed on their site.

Do your students participate in other third party certifications? If so, please provide their success rates (include the % of completing students successfully getting certified). If yes, what is the third party certification? State the set standard pass rate

N/A.

Is your program working with a Deputy Sector Navigator?

No.

If yes, briefly describe your program's work with the Deputy Sector Navigator.

N/A

What programs similar to yours exist in the surrounding area or at nearby East bay colleges? (Micro region in [LaunchBoard](#))

Chabot, Los Positas, Contra Costa College, and Los Medanos.

In which ways is your program collaborating with other community colleges in the region?

1. Collaborating with Los Positas in the following areas: new course development, effective teaching strategies, and recruitment of non-traditional students.

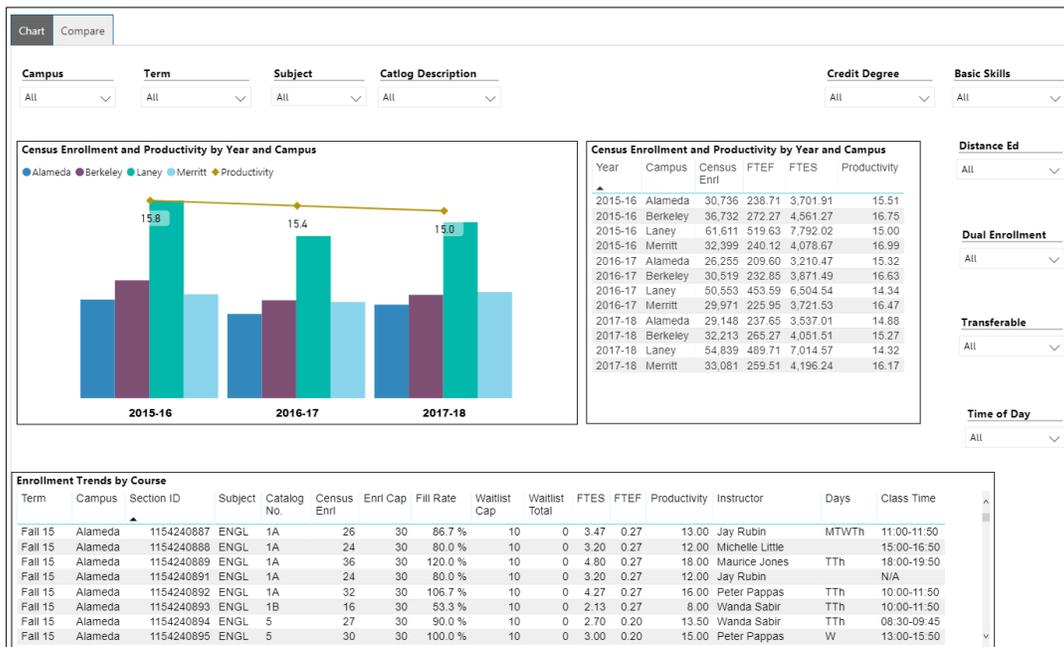
Please list and briefly describe the grant name, granting agency, and the goals of each grant as it relates to you discipline/department/program

N/A

How is your program using Strong Workforce Funds?

Funds are being used to purchase equipment/supplies to assist with course delivery. In addition, funds are being used to update curriculum, add hybrid courses, and hire instructional aides for EMT 211 sections.

Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Enrollment in EMT 211 and EMT 230 sections range from 22 – 40 students consistently over the past three years (on campus courses have a higher enrollment rate).

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Yes. Through casual discussions, many students work during the day time. Additionally, we offer dual enrollment courses with students from Oakland Unified School District. As a result, many of our courses are offered during evening hours.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

2. Canvas eLearning tool to enhance course objectives and to evaluate student learning more readily.
3. Case study methodology to bridge the theoretical learning experience with that of the practitioner.
4. The "flipped classroom" concept is used in EMT 211.
5. Simulation software programs are used in EMT courses to assess student competencies.

How is technology used by the discipline, department?

1. EMT courses use the Canvas platform to support course plans.
2. Software programs are used for emergency simulation decision making exercises.
3. Professional videos used to support class discussions on topics/themes.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

1. Instructors develop and follow course plans throughout the semester.
2. Roll call taken a minimum of two times for the online portion of hybrid courses.
3. All formative and summative exams are stored in a secure location prior to administration.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

All courses were updated during the Fall 2018 semester.

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

All EMT courses have been updated to meet state and national training requirements.

All courses follow national standards—updates to national course plans are on a five-year cycle.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

EMT 211—Identify and describe the roles/responsibilities of the EMT in the pre-hospital setting; Identify the proper sequence for performing a patient assessment on the sick and injured; and identify and describe the basic anatomy and physiology of the human body.
EMT 230—Describe the roles and responsibilities of the emergency medical responder; describe the function of the major body systems; and perform a patient exam.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

No obstacles while assessing EMT 211 and EMT 230.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

100%

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

EMT instructors discuss at the beginning of each semester which student learning outcomes will be assessed.

Collaboration

Instructors communicate via email regarding which student learning outcomes will be assessed each semester.

Leadership Roles

As the program director, I typically take the lead on SLO assessments.

Planning Process

Instructors communicate assessment plans at the beginning of each semester. By the midpoint of the semester, I check in with all instructors regarding SLO assessment efforts.

Dept meetings for Collaboration

See above.

Data Analysis

EMT instructors meet at the end of each semester to discuss SLO assessments—based on results, we make additions and deletions to teaching methodologies, and activities/exercises used in EMT 211 & 230.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Based on results from EMT assessments, we learned that Canvas is an important tool to assist with content delivery—the platform allows the instructors to check in on students and gauge learning more frequently. Secondly, we learned that the instructional aides/skills instructors serve as an important tool to student success.

EMT courses are delivered in the traditional format; however, based on the above, we continue to increase the use of the Canvas platform more frequently throughout the semester.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

No.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

No.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Provide SLO assessment training for part time instructors.
Continued monetary allocations to support growth in all EMT course offerings.

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The mission of the EMT Program is to provide students with a comprehensive learning experience that will serve as a gateway for successful careers as first responders in public safety organizations , and private ambulance providers across the United States.

Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

EMT three-year completion percentages = 66, 64, and 72 respectively. Only foster youth and DSPS students fall below the 3% ratio. Will increase communications with the Counseling Department to better develop strategies to assist these two groups in increasing their completion rates.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

EMT: steady completion ratio that is in line with percentages for the college as a whole.

Hybrid

N/A.

100% Online

N/A.

Dual Enrollment

EMT: 85% completion rate.

Day time

EMT: 85% completion rate.

Evening

EMT: 65% - 69% completion rate. All EMT 211 sections are offered during the evening.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

See above commentary.

How do the department's Hybrid course completion rates compare to the college course completion standard?

N/A

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

N/A

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

For EMT, the retention rate over three years ranges from 82% - 93%. Rates are equal to or above the retention rates for the college as a whole.

What has the discipline, department, or program done to improve course completion and retention rates?

EMT 211 and 230 are the only two courses in the EMT program. Many of these students enroll at Merritt specifically for this course—once completed, students seek a job or advance their education at a four-year institute.

Degrees & Certificates Conferred

Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

EMT—insufficient data on number of degree and certificates awarded.

See above section regarding efforts to increase degree and certificates awarded.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

N/A.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Not applicable due to only two courses that make up the program.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Demond Simmons—represents the program at High School recruitment events—assisted with the TOP code project—currently working with other public safety faculty on the proposed drone program and the new public safety facility.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Various faculty members are involved in outreach programs geared toward recruiting non-traditional students into the fire service.

Demond Simmons—attends State Fire Training advisory meetings in Sacramento—attends professional development/education planning for fire science curriculum at the National Fire Academy in Maryland—represents the College at the Regional Joint Venture Public Safety meetings throughout the Bay area—and is working with a private vendor to increase the program's digital presence for recruitment purposes.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Several faculty members are advisory board members for the program. All faculty are encouraged to share best practices and identify collaboration opportunities that enhances the reputation and learning opportunities within the program.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff				
Personnel: Student Worker	Need student workers for EMT 211 —mandate require a 10:1 (student/teacher) ratio for the lab portion of both courses.	\$12,000 for EMT 211	\$0	\$12,000
Personnel: Part Time Faculty	Need two instructional aides for EMT 211— mandate requires a 10:1 (student/teacher) ratio for the lab portion of both courses. .20 release for EMT Fire chair.	\$30,000 for EMT 211	2166	32166

Personnel: Full Time Faculty	N/A			
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Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Attend EMS professional development conferences	\$5000
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	N/A	
Supplies: Books, Magazines, and/or Periodicals	N/A	
Supplies: Instructional Supplies	Consumable First aid supplies	5000
Supplies: Non-Instructional Supplies	N/A	

Supplies: Library Collections	N/A	
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Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	Training props and simulation software for EMT 211	\$150,000
Technology & Equipment: Replacement	Equipment will need replacement soon. Including gurneys, backboards, lift chairs, restraints etc.	50,000

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	Two dedicated classrooms.	\$0
Facilities: Offices	One dedicated office spaces.	\$0
Facilities: Labs	Dedicated EMS classroom to share with fire	250,000
Facilities: Other	N/A	

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	N/A	
Library: Library collections	N/A	

Resource Category	Description/Justification	Total Estimated Cost
OTHER	Accreditation fee with the county	\$1500