

Program or Area(s) of Study under Review:

EMERGENCY MEDICAL SERVICES (EMS)

Summary of Program Review:

A. Major Findings

1. Strengths:

We put out a quality product in the students that complete the EMS courses. Diverse Instructional Cadre with a desire to drive student success.

2. Areas for Improvement:

A better job at marketing the EMS program.

3. Projected Program Growth, Stability, or Viability:

The EMS Program should see some minor growth and will remain sustainable and continue to focus on student success and the Industry Partner's needs.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The EMS/Paramedic Program provides a venue for students, regardless of background, to learn, grow, and evolve into a valuable member of the overall healthcare team in society. The programs are continuously undergoing evaluation and assessment by the Advisory Board and four accrediting bodies. This continuous assessment and evaluation ensure the program to maintain its curriculum to the rigor and levels required by federal and state regulations.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The EMS/Paramedic Program prepares students who enroll to be adaptable, reliable, and competent healthcare paraprofessionals in a field that is ever-changing. The program(s) are overseen by a diverse Advisory Review Committee that is well-versed in the demands and commitment required in this career-technical, highly specialized field of study.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The EMS/Paramedic Program was able to leverage Strong Workforce Funds and other external funding sources to provide a state-of-the-art training venue that is the equivalent of a working ambulance complete with all equipment that a successful graduate would experience in a real-world application. The braiding of funds and the acquisition of this innovative equipment provide students with "close to real" experiences that they can carry forward into the workplace. As such, the students who complete the program are better equipped to succeed in the workplace immediately.

C. New Objectives/Goals:

To continue to live up to our own program goal:

EMS Program Goal:

“The Napa Valley College EMS Program is dedicated to creating a collaborative learning environment based on mutual respect and appreciation for the diversity of life and work experiences that each student brings to the learning environment. The program seeks to facilitate learning for each student in order that he/she can become a competent entry-level EMR/EMT/EMT-P who meets the State of California Title 22 requirements and the U.S. Department of Transportation National Standards.”

D. Description of Process Used to Ensure “Inclusive Program Review”

Discussed and shared program review with Adjunct Faculty and Classified Staff.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	EMS	
Area of Study	EMT	Paramedic
Degrees/Certificates		EMT-P: AS EMT-P: CoA
Courses	EMT 90	EMT 310
	EMT 95	EMT 311

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2019-2020	2020-2021	2021-2022	Change over 3-Year Period
Headcount				
Within the Program	198	148	134	-32.3%
Across the Institution	8,181	7,208	6,714	-17.9%
Enrollments				
EMT	209	146	120	-42.6%
EMT-90	124	87	70	-43.5%
EMT-95	85	59	50	-41.2%
Paramedic	38	32	39	2.6%
EMT-310	19	16	24	26.3%
EMT-311	19	16	15	-21.1%
Within the Program	247	178	159	-35.6%
Across the Institution	33,102	30,409	25,580	-22.7%

Source: SQL Enrollment Files

RPIE Analysis: The number of students enrolled (headcount) in the EMS Program decreased by 32.3% over the past three years, while headcount across the institution decreased by 17.9%. Enrollment within the EMS Program decreased by 35.6%, while enrollment across the institution decreased by 22.7%.

Enrollment in the following area of study and courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

Course with an enrollment increase:

- EMT-310 (26.3%)

Area of study and courses with enrollment decreases:

- EMT-90 (-43.5%)
- EMT (-42.6%)
- EMT-95 (-41.2%)
- EMT-311 (-21.1%)

Program Reflection:

EMT-90 has seen a decline in enrollments over the past couple of years, the outreach to our local surrounding high schools has been a challenge during the pandemic. We, as a program faculty, are looking at other avenues of engagement for increased student enrollment. EMS industry has not done a great job of recruiting for the workforce during the pandemic phase.

EMT-95 is directly influenced by the success rate of the EMT-90 course. As we see the decline in the number of EMT-90 students successfully passing we note a decline in the enrollment in the EMT-95 course. We have implemented a new CMS through MyBradyLab to enhance student success for EMT-90 to increase the EMT-95 course enrollment.

EMT-310 has also seen an increase in qualified applicants into the Paramedic Program. We were seeing the numbers in historically around 50+ applicants and over the last couple of years there have been an approximate average of the mid-to-upper 60's. Of those applicants a lower number of them meet the minimum qualifications for entrance. We continue working with our industry partners to advertise the application period and the minimum qualifications for eligible Paramedic Program candidates.

EMT-311 is directly affected by the course completion of EMT-310 (formal didactic portion of the program). What we also have seen over the past couple of years is students that have been in the process of the paramedic program getting hired by fire departments. We have had several that have found it more important to get a Fire Department job than to complete their goal to achieve a Paramedic certificate. Although we do counsel them that they can be much more employable with a higher pay scale as a fire fighter when they possess the paramedic certificate, it is difficult to persuade them to step away from a paying position as a firefighter.

2. Average Class Size

	2019-2020		2020-2021		2021-2022		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
EMT	7	29.9	6	24.3	5	24.0	26.4	-19.6%
EMT-90	5	24.8	4	21.8	3	23.3	23.4	-5.9%
EMT-95	2	42.5	2	29.5	2	25.0	32.3	-41.2%
Paramedic	2	19.0	2	16.0	2	19.5	18.2	2.6%
EMT-310	1	19.0	1	16.0	1	24.0	19.7	26.3%
EMT-311	1	19.0	1	16.0	1	15.0	16.7	-21.1%
Program Average*	9	27.4	8	22.3	7	22.7	24.3	-17.2%
Institutional Average*	1,348	24.6	1,171	25.9	1,105	23.1	24.6	-6.1%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the EMS Program has claimed an average of 24.3 students per section. The average class size in the program mirrored the average class size of 24.6 students per section across the institution during this period. Average class size in the program decreased by 17.2% between 2019-2020 and 2021-2022. Average class size at the institutional level decreased by 6.1% over the same period.

Average class size in the following area of study and courses changed by more than 10% ($\pm 10\%$) between 2019-2020 and 2021-2022:

Course with an increase in average class size:

- EMT-310 (26.3%)

Area of study and courses with decreases in average class size:

- EMT-95 (-41.2%)
- EMT-311 (-21.1%)
- EMT (-19.6%)

Program Reflection:

EMT-90 (Emergency Medical Responder – EMR) is the course to fill. This course is the prerequisite to EMT-95 and the course where we set the foundation of all EMS learning. Over the past six years we went from filling two sections per semester and one during the summer to barely filling one section per semester and over the summer. Nationally there has been a decline in enrollment in EMS education during the pandemic.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2019-2020	201	220	91.4%
2020-2021	135	185	73.0%
2021-2022	127	150	84.7%
Three-Year Program Total	463	555	83.4%
Institutional Level	79,507	106,455	74.7%
Productivity*			
	FTES	FTEF	Productivity
2019-2020	79.2	6.7	11.8
2020-2021	64.2	11.9	5.4
2021-2022	17.2	9.2	1.9
Three-Year Program Total	160.6	27.8	5.8
<i>Source: SQL Enrollment and Course Sections Files</i>			

RPIE Analysis: Fill rates within the EMS Program tend to be higher than the fill rate at the institutional level. [Compare program-level rate of 83.4% to institution-level rate of 74.7% over the past three years.] Between 2019-2020

and 2020-2021, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity).

Productivity ranged from 1.9 to 11.8 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 5.8 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include six EMS section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

The EMS program has been able to maintain our courses and remain encouraged with our numbers of enrollment given a global health pandemic. As a program we would like to see the numbers for EMT-90 & EMT-95 increase and maintain 30 and 40 students in each course respectively.

EMT-310 is capped at 24 cadets directly due to California Title 22 for Paramedic Training Programs with the regulations on Clinical/Internship placements. We are required, per Title 22, to place our Paramedic Interns into clinical placement 30 days after completion of Didactic (EMT-310) and into an internship within 90 days of completion of Clinicals.

We have been able to place the 20-24 students in an EMT-311 course with our industry partners within the time frame dictated by Title 22. Paramedic programs around the region have seen difficulty in placing interns into industry due to new employee hiring process to fill retirements and the increased workload that the EMS/Fire Industry has felt from deployments for the fire season.

4. Labor Market Demand

Economic Development Department Standard Occupational Classification Description (SOC Code): 29-2040	Numeric Change in Employment	Projected Growth (% Change in Positions; 2018 Base Employment vs. 2028 Projected Employment)	Projected Number of Positions
Napa County (2018-2028)	--	--	--
Bay Area ^A (2018-2028)	+550	11.2%	4,000
California (2018-2028)	+3,300	14.7%	18,960

Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (<http://www.labormarketinfo.edd.ca.gov>)

^ABay Area counties include: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

RPIE Analysis: The figures reported in the table above pertain to Standard Occupational Classifications for the following positions:

- *Emergency Medical Technicians and Paramedics*

The Economic Development Department projects an increase of 550 positions for the Bay Area for the Emergency Medical Services Program by 2028 (compared to 2018). This increase in positions translates into an 11.2% increase for the industry within the Bay Area (not including Napa County, 2018-2028). The projected growth for the Bay Area is lower than the projected growth of 14.7% in California (for 2018-2028).

Program Reflection:

We are aware that the industry needs increased workforce even here within Napa County. A couple of the driving factors that we are seeing that is keeping the industry demand high are retirements and the global pandemic load that EMS has endured. Nationally, fire departments and private ambulance companies are seeing a higher rate of retirement and an increase in employee burn out, with the increase in openings there is need to hire more qualified personnel. There has been a noticeable draw of employees out of the private sector for the public sector jobs and creating a need. Even with this draw from one to the other, the outlook on both industry sectors is of a hiring shortage projected for years to come.

One of the other things that is driving the industry need is the perception of pay being low for the entry level EMT/Paramedic. The cost of living for the bay area is higher than the areas outside the area and makes it hard to survive on a wage that is fairly set by union negotiations. It is found that employees will move out of Napa and surrounding areas for non-Bay Area counties and either commute or transfer to another Company/Division.

B. Momentum

1. Retention and Successful Course Completion Rates

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
EMT	89.9%		X	75.4%		X
EMT-90	90.1%		X	71.2%		X
EMT-95	89.5%		X	81.6%	X	
Paramedic	97.2%	X		93.4%	X	
EMT-310	94.7%	X		93.0%	X	
EMT-311	100%	X		93.9%	X	
Program Level	91.2%			78.8%		
Institutional Level	90.4%			74.8%		

Source: SQL Enrollment Files
 -- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

***RPIE Analysis:** Over the past three years, the retention rate for the EMS Program mirrored the rate at the institutional level. The retention rates for Paramedic and EMT-311 were significantly higher than the program-level rate. The retention rate for the EMS Program falls in the second quartile (Q2) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for EMS falls within the 25%-50% range of retention rates among NVC programs.*

Over the past three years, the successful course completion rate for the EMS Program was significantly higher than the rate at the institutional level. The successful course completion rate for EMT-90 was significantly lower than the program-level rate. The successful course completion rates for Paramedic, EMT-310, and EMT-311 were significantly higher than the program-level rate. The successful course completion rate for the EMS Program falls in the third quartile (Q3) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for EMS falls within the 50%-75% range of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (12.4%) was significantly lower than the difference at the institutional level (15.6%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following EMS Program area of study and course claimed a difference (between retention and successful course completion) that exceeded 10%:

- EMT-90 (18.9%)
- EMT (14.5%)

Program Reflection:

EMT-90: This course is the true "entry level" course for anyone who aspires of becoming an emergency medical technician or ultimately a paramedic. As such, this course often serves as a student's first interaction with the concepts of being an EMT or paramedic. While the program wishes to retain all students and steer them in the direction toward being an EMT or paramedic, we also recognize that the career is not for all individuals and much of the failure, retention, and/or successful course completion rates are directly related to students realizing that this career may not be for them.

EMT-95: This course serves as the next level for those students who successfully complete EMT-90. This course sets the student up to work as an EMT and is more rigorous than EMT-90. However, those students who do persevere and successfully complete course will have completed the certificate program and will be eligible to take the EMT Registry exam.

EMT-310/EMT-311. The EMS Program has been, and continues to be, proud of the quality that we continue to put out with our Paramedic students. Students that enter into the Paramedic Program know that they have to possess the drive to complete the program to promote in the workforce. Students drive their progression and success with the Paramedic Program; we just guide them on the process.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	92.9%	87.5%	64.3%	66.6%
Latinx/Hispanic			73.3%	71.2%
First Generation			73.7%	73.9%
Veteran			70.6%	72.6%
19 or less			73.3%	73.1%

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the five demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the five groups listed above.

Within the EMS Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.)

Within the EMS Program, the successful course completion rate among African American/Black and Veteran students were lower than the rate at the institutional level. (The difference was not statistically significant.) The successful course completion rate among Latinx/Hispanic was higher than the corresponding rates at the institutional level. (The difference was not statistically significant.) The successful course completion rates among First Generation students and students 19 or less mirrored the corresponding rates at the institutional level.

These patterns deviate from the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rate for retention mirrored the institutional-level rate, and the program-level rate for successful course completion was significantly higher than the institution-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

The EMS Program has reached out to the minority students to bring greater diversity to the entire program. Utilizing word of mouth through the student groups has been very helpful. In our high school program visits it has been discussed that the EMS program is a good starting point for anyone thinking about the RC, PT, LVN, RN programs that might be impacted with wait lists. They are encouraged to get the experience of patient assessment and general medical/trauma assessment techniques.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
EMT-90	89.9%		92.3%	70.2%		80.8%
Program Total						
In-person vs. Online	89.9%		92.3%	70.2%		80.8%
Institutional Total						
In-person vs. Online	85.1%		81.5%	72.2%		63.2%
<p><i>Source: SQL Course Sections Files</i></p> <p>This table compares student performance in courses offered through multiple delivery modes within the same academic year.</p> <p><i>Bold italics</i> denote a significantly lower rate within that delivery mode.</p> <p>Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).</p>						

RPIE Analysis: Over the past three years, one course within the EMS Program has been offered through at least two delivery modes within the same academic year. In 2020-2021, EMS-90 was offered through in-person and online formats. This analysis focuses on program-level rates. Details for the course level are reported in the table above.

Within the EMS Program:

- The retention rate in in-person sections was lower than the retention rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in online sections was significantly lower than the rate in in-person sections.

Within the EMS Program:

- The successful course completion rate in in-person sections was lower than the successful course completion rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the successful course completion rate in online sections was significantly lower than the rate in in-person sections.

Program Reflection:

With the brief move of the EMS courses to the online format there was noted in a few students an increase in information retention. While noted at the time, there was a decrease in the hands on physical assessment of a patient. For a course that relies on the hands-on skill it is pointless to be able to memorize the skill if you are not able to put it to practice thus leaving it pointless training.

C. Student Achievement

1. Program Completion

	2019-2020	2020-2021	2021-2022
Degrees			
EMT-P: AS Degree	2	4	4
Institutional: AS Degrees	408	408	314
Average Time to Degree (in Years) +			
EMT-P: AS Degree	*	*	*
Institutional: AS Degrees	4	3	4
Certificates			
EMT-P: CoA	--	--	--
Institutional: Certificates of Achievement	308	496	360
Average Time to Certificate (in Years) +			
EMT-P: CoA	--	--	--
Institutional: Certificates of Achievement	4	4	4

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2019-2020 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2010-2011 or later. Among 2020-2021 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2011-2012 or later.

RPIE Analysis: The number of AS degrees conferred by the EMS Program increased by 100% between 2019-2020 and 2021-2022. Over the same period, the number of AS degrees conferred by the institution decreased by 23.0%. The EMS Program accounted for 0.5% of the AS degrees conferred in 2019-2020 and 1.3% of those conferred in 2021-2022. For all three years, the average time to degree is not reported due to small cohort sizes.

There were no Certificates of Achievement conferred by the EMS Program between 2019-2020 and 2021-2022. Over the same period, the number of Certificates of Achievement conferred by the institution increased by 16.9%.

Program Reflection:

EMT-90 & EMT-95 are both too low on units to award a NVC Achievement Certificates.

EMT-311 students should be given a NVC Achievement Certificate with successful completion. Work has been ongoing to capture the students that have completed with A&R to be awarded the Achievement Certificates they have earned.

With California Title 22 for EMT/Paramedic regulations and the National Registry of Emergency Medical Technicians (NREMT) successful completion of an EMT/Paramedic Program needs a program specific course completion certificate signed by the program course director. With that being the focus for the students to

be able to take the NREMT exam the conveying of NVC Achievement Certificates has dropped off the program radar and needs to be picked back up.

Specific to the completion of a AS Degree in Paramedicine, students are not in need of the degree to work in the EMS community. Until such time as the EMS Industry or the State of California, through Title 22 for Paramedics, places the minimum requirement to hold an AS Degree for an employment standard, there will not be a tangible incentive to earn the degree in lieu of the certificate. The incentive to complete an AS Degree is just not there, we have seen a few who have chosen to complete their goal of an AS Degree, but it is solely for their own fulfilment.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		2018-2019	2019-2020	2020-2021	Three-Year Total
Job Placement Rate	70% (100%)	--	80.0%	--	80.0%
Licensure Exam Pass Rate	60% (90%)	88.0%	44.0%	44.0%	56.0%

Sources: Perkins IV Core 4 Employment data for Program (TOP Code: 095630) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx);
 *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.

RPIE Analysis: Among EMS Program students, the job placement rate exceeded the program-set standard (of 70%) in 2019-2020. Among EMS Program students, the licensure exam pass rate exceeded the program-set standard in 2018-2019. In two of the past three years (2019-2020 and 2020-2021), the licensure exam pass rate did not meet the program-set standard.

Program Reflection:

EMT-95 has historically had a lower rate of completion for the NREMT than that of the Program exam, Students are not required to take the NREMT exam as part of their course completion. As there is a cost associated to the exam as well as students waiting a longer duration after Didactic to take the NREMT exam we find a subsequently low successful pass rate. While we as a program would like to see a 100% NREMT exam completion we realize that students find other reasons that prevent them from taking and completing their NREMT. Without the successful passing of the NREMT exam students can not apply for their State of California EMT card and are not eligible to enter the workforce.

EMT-311 over the past three years we had a decline in the first time pass success. Students are eligible to take the exam three times, if on the third time they are not successful at passing they must take a 48-hour Paramedic Program refresher course (NVC EMS Program does not offer this course). The program has encouraged students to not wait to take their NREMT exam and has even offered through the program a NREMT test prep. We continue to look for opportunities for us to improve student success.

I. CURRICULUM
A. Courses

Subject	Course Number	Date of Last Review <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite* Yes/No & Data of Last Review	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S) & Academic Year</i>	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
EMT	90		No			X
EMT	95		Yes			X
EMT	310		Yes			X
EMT	311		Yes			X

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[†]

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
EMT-P: Paramedic AS Degree	2008	Yes			X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[†]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

EMT-90 EMR (Emergency Medical Responder) has been dropped from the California Title 22 as a course. It has been replaced with PSFA (Public Safety/First Aid). The NHTSB, DOT and NREMT still recognize the EMR course as appropriate to fulfill the CA requirement for PSFA. We will consider rebuilding the EMT-90 curriculum to incorporate EMR and PSFA in one course to meet both National and State requirements.

II. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
4	4	4	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
EMT-P Paramedic: AS Degree	3	2	2	67%	67%
EMT-P Paramedic	0	0	0	0%	0%

Program Reflection:

Continue to assess the courses

B. Summary of Learning Outcomes Assessment Findings and Actions

The EMS Program will continue to assess our Courses and the program to ensure that we are not only meeting the NVC standard, As well as the Standard for CoAEMSP Accreditation, CAHEEP, National Registry of Emergency Medical Technicians (NREMT), California EMS Authority (Title 22), and Napa County Emergency Medical Services Agency (LEMSA).

Program Reflection:

The EMS Program is a dedicated group of individuals that bring years of Emergency Medical Service experience to the students. With history in Privat Ambulance, Fire Based EMS, Law Enforcement, Search and Rescue, Tactical and Military Medicine the faculty can address students' questions about career direction. The ability to draw from an instructional pool with a broad wealth of experience only increases the student learning experience and ultimately student interaction. The faculty is truly the strength of the EMS Program.

III. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability**
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Program Data:
 Section 1 -Demand
 Section 3 – Fill Rate & Productivity
 Section 4 – Labor Market

Momentum:
 Section 1 – Retention and Successful Course Completion
 Section 2 – Student Equity

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: EMS

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

NVC EMS Program continues to develop with our resource strategy. We have been fortunate to be recipients of Strong Workforce Funds as well as generous donations from local industry. We continue to look to ways that will build our available funding for resources, looking to develop a stronger pathway with those on campus who can seek and write grant proposals. As technology changes or grows old, we will need to be able to replace it to keep the overall EMS Program viable

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2019) included the following initiatives:

- Continue to meet or exceed our Accreditation Agency Standards.

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

We are still a viable and stable program despite a global health pandemic.
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B. Recent Improvements

Additions: SimRig, iSimulate Cardiac Monitors, Standardized Patient Program, StatPack response bags. Enhanced programing improvements in the WCSC.	
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C. Effective Practices

<p>Fail Forward – Students are allowed the chance and even encouraged to fail at something in the course to learn from it and pick themselves up and move forward. Rather they try and fail in a controlled course environment than to do so in an uncontrolled environment such as a patient’s home at 2:37am.</p> <p>Reading prior to quizzes – Students in the courses are not used to having a quiz over what they have read prior to a lecture. The EMS Program feels that this keeps the students engaged in their own learning and education. Requiring them to read prior to the course by offering a quiz on their knowledge and retention also brings for us the greater engagement in classroom discussion.</p> <p>Canvas – The ability to move our courses to Canvas has changed the way that not only instructors can interact with students but also the way our students can interact with each other. Just the reduction in overall paper waste produced in the program has made an impact, We will continue to incorporate more aspects of Canvas into our course work.</p>
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Completed by Supervising Administrator:

Robert Harris

Date:

11/3/2022

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The program, as a whole, is strong and viable and has produced well-trained professionals who largely stay within the greater Napa County area. The program(s) weathered the depths of the pandemic and found new and creative strategies to continue instruction and training during a time when hospitals and outside agencies were not allowing student involvement.

The program has one full-time instructor and a cadre of adjuncts and clinical lab specialists. The Program Coordinator has cobbled together and modeled a program that is engaging, strict in maintaining high expectations for its students, and has been the recipient of strong community engagement and support.

Areas of concern, if any:

The reduction of students starting the EMS journey as evidenced by reduced number of EMT 90 sections and the lower number of students enrolled. The limiting factor of the quantity of outside agencies that are able to engage EMT 311 students for their fieldwork internships suppresses the expansion of the program.

Recommendations for improvement:

Continued outreach and educational opportunities as described in the review to engage and enroll more students into the entry-level EMT 90 course(s).

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Increase numbers of qualified adjunct instructors.
Personnel: Classified	Increase numbers of qualified clinical skills instructors
Personnel: Admin/Confidential	N/A
Instructional Equipment	Refresh of equipment, as appropriate and needed, by leveraging SWF funding with community support and general fund allocations.
Instructional Technology	Update of IT equipment used in the field for proper training of students.
Facilities	Completion of a live scenario space that was initiated several years ago.

Operating Budget	Adequate
Professional Development/ Training	Administrative support for faculty/staff to gain required CEUs and certifications for advancement and to remain licensed.
Library & Learning Materials	Adequate