Plans for Paramedic >> 2025 - 2026 Paramedic CHC Instructional 2Yr. or SLO Plan 2025-2026

Name : 2025 - 2026 Paramedic CHC Instructional 2Yr. or SLO Plan 2025-2026
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Planning Participants : Diana Vaichis

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Instructions

The 2Yr. plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on their course outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives. This is optional for SLO Plans.

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions, the timeline for due dates, and the schedule for the four-year plan schedule.

1. Mission

Updating this Question is Optional on 2Yr. and SLO Plans

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: **Rubric Item** (Mission Alignment): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

a/b. The Paramedic Program's fundamental mission will remain the same, as stated by the Committee on Accreditation for EMS Professionals dictates: Develop competent entry-level Paramedics and assist them with securing employment upon completion of the program. This aligns with the college's goal to change lives, as our graduates are securing a living wage and career from themselves, while also making a life saving impact on the communities they will go on to serve. As one of the first community college based programs in the state, we continue to demonstrate a tradition of excellence by remaining student focussed while also supporting the needs of our community.

We are committed to working with students from diverse backgrounds through recruitment and outreach events. We seek to inspire students by providing rich and engaging educational settings. We support our colleagues in various ways, including collaborative partnerships, volunteer opportunities, and department team building. We embrace the community through service opportunities, outreach events, and skill training.

2. Description of Program

Updating this Question is Optional on 2Yr. and SLO Plans

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item**: Describe how your curriculum is up-to-date, addresses equity and inclusion, and is demonstrably Needs-Based. Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

e. **Rubric Item**: Attach your scheduling matrix to show when courses in your area are offered. Click here for sample!

a. The Paramedic certificate program is part of the Public Safety & Emergency Services department , within the Career Education and Human Development Division at Crafton Hills College. The program consists of four full-time faculty, three part-time faculty, and roughly thirty (30) professional experts working in the skills development labs. The program is divided into three phases for instructional delivery (didactic, clinic, and field).

b. In addition to instruction, the program partners with various agencies to provide hiring opportunities and sponsorships for students. We collaborate with local EMS authorities to support scope of practice and training at local and state levels.

c. An alternative mode of instruction was established for our Spring cohorts. This calendar change mirrors a common schedule that many area fire departments utilize. In creating this modified calendar, agencies are able to send their employees to our program without causing staffing shortages within their department, thus better supporting the student, agency, and community.

d. Program (and course) curriculum is aligned with the National EMS Education Standards and California Code of Regulations Title 22, Division 9, Chapter 4 (Paramedic) and exceeds minimums in several aspects. Courses are updated and revised according to the schedule and guidelines established by CHC and SBCCD. Additionally, instruction and lessons are modified to comply with local industry changes in technology and practices. There was a noted decline initial pass rates for the National Registry test, post pandemic, but these rates have shown a marked improvement in recent months, which are attributed to facilitated study opportunities that provided additional educational opportunities. This program is in high need, as there is a national shortage in licensed Paramedics. The pandemic identified multiple areas where Paramedics could be deployed and expanded the traditional labor market significantly.

The program director also conducts an exit interview with each student upon completion of the program, where resources and supports are shared regarding furthering the student's education and competing an AS degree in EMS.

3. External Factors with Significant Impact

Updating this Question is <u>Optional</u> on 2Yr. and SLO Plans

What external factors have a significant impact on your program? Please include the following as appropriate:

a. Budgetary constraints or opportunities
b. Competition from other institutions
c. Requirements of four-year institutions
d. Requirements imposed by regulations, policies, standards, and other mandates
e. Job market
  i) Requirements of prospective employers
  ii) Developments in the field (both current and future)

a. Our skill staff/professional experts are markedly underpaid. Analysis of surrounding community college based programs identified that skills instruction is administered by adjunct faculty. Private programs average pay is $45/hr, while this program pays $20-30/hr. This is an opportunity for CHC to improve compensation of professional experts and increase retention of valued skills staff.

b. Two new paramedic programs have been established in the region over the last 4 years. While this does give prospective students options to complete a paramedic program elsewhere, we have not seen a decline in application numbers. When speaking to prospective students, community partners, and agencies, CHC is remains the preferred paramedic program in the area.

d. Vaccine mandates established by clinical sites have been a growing concern for some candidates. The recent relaxation of the CV-19 vaccine mandate showed moderate relief of this issue. The cost of licensure is a barrier. Must maintain accreditation.

e.

i) This program meets/exceeds requirements of prospective employers. Anticipated developments in the field are closely monitored by the program director so that future needs can be managed in a timely manner. Advisory committee also serves this purpose.

ii) With an increase in need for Paramedics across the country, our program responded by creating a hybrid and accelerated Summer program that was held in addition to the 2 traditional courses per year. This allowed us to explore a new means of calendaring the program to better support students who are employed by area fire departments. The calendar proved to be successful and we have adopted this format for our Spring programs moving forward. An issue that has been increasing is dwindling interest in agencies hosting students during internships. This is likely to remain an issue in the future and the program is evaluating methods to re-engage community partners.

4. Progress on Outcomes Assessment (Two-Year Question)

Updating this Question is <u>Required</u> on 2Yr. Plans and <u>Optional</u> on SLO Plans

Refer to the SLO Cloud and the SLO Cloud Dashboard to evaluate the results from your course level Student Learning Outcomes (SLOs) and to develop actions reflected in your program review action plan (i.e. Question 10).

a. Please summarize course **SLO assessment results**. Include a discussion of whether or not disproportionate impact has been identified and whether the program met its target for each course SLO.
b. Please describe any course and/or instructional improvements you plan to make as a result of the course SLO assessment(s), specifically focusing on removing any identified disproportionate impact.
c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s)? If none, please explain.

a. Although almost every course met its SLO target of **90%** or higher, low reporting has affected the data accuracy. 4 courses listed below had SLO competency below **90%** in one or more of their SLOs (EMS 153 **89%**, EMS 156: **66%**, EMS 160: **83**%, EMS 161: **50**%). Below are the results based on the reported sections, some of which had a significant number of sections not reporting over the last three years.

EMS 150 (1 section in 3 years) (7 not reported) (No disaggregated data on SLO Dashboard)

- Integrates scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression: **95.45%**
- Develops a list of differential diagnoses through clinical reasoning: **95.45%**
- Formulates a treatment plan based upon an identified working diagnosis: **95.45%**

EMS 151 (5 Sections in 3 years) (3 not reported) (2024-2025: Asian 100%, Hispanic: 100%, Native American: 100%, White: 100%, Black/African American: 60%)

- Demonstrates effective written communications and applies specific skill sets (legal awareness) to a specific problem: **96.94%**
- Recognize how environments influence opinion, reaction to stress, and paramedic judgment: **96.94%**
- Students will be able to define and support the criteria necessary to have an enforceable release of liability: **100.00%**
- Students will be able to discuss and apply to a scenario the ethical concept and constructs: **100.00%**
- When given definitions of the terms action, outcome, deterministic, stochastic, and indeterminate the student will be able to describe in writing how these terms are significant models of thought and apply these models to an assignment or examination: **100.00%**
- Works collaboratively or individually to solve problems and make decisions effectively, including when moral or ethical dilemmas are involved: **100.00%**

EMS 152 (8 Sections in 3 years) (2024-2025: Asian 75%, Hispanic: 98%, Native American: 100%, White: 100%, Black/African American: 100%)

- Students will be able to interpret EKG tracings with at least 90% accuracy and select the most applicable treatment for each: **94.74%**
- Students will be able to differentiate between various pathophysiologies related to cardiovascular emergencies: **100%**
- Students will be able to evaluate a patient’s condition and develop an appropriate treatment plan based on AHA guidelines: **95.49%**
- Students will be able to research topics related to the cardiovascular system and write a paper supporting its relevance in prehospital care: **100%**

EMS 153 (3 Sections in 3 years) (5 Sections not reporting) (2024-2025: Asian: No Data, Hispanic: 93%, Native American: 100%, White: 100%, Black/African American: 75%)

- Applies knowledge to analysis of specific problems: **89.19%**
- The paramedic student will apply situational presentation/awareness and integrate pharmacology principles to the analysis of specific problems: **89.19%**

EMS 154 (3 Sections in 3 years) (5 Sections not reported) (2024-2025: Asian: No Data, Hispanic: 100%, Native American: 100%, White: 100%, Black/African American: 75%)

- Demonstrates fundamental knowledge of the epidemiology and pathophysiology of the major human body systems: **93.15%**
- Applies fundamental knowledge of the principles of epidemiology, pathophysiology, and psychosocial needs of special populations: **93.15%**
- Applies fundamental knowledge of the principles of epidemiology, pathophysiology, kinetics, and biomechanics to recognize the effects of trauma on the human body: **93.15%**
- Applies fundamental knowledge of the principles of epidemiology and pathophysiology to develop a list of probable differential diagnoses: **93.15%**

EMS 155 (2 Sections in 3 years) (6 Sections not reported) (2024-2025: Asian: No Data, Hispanic: 100%, Native American: 100%, White: 100%, Black/African American: 50%)

- Demonstrates competent performance in: the use of personal protective equipment, recognition of safety concerns, airway management and ventilation, pharmacological interventions, cardiac care, trauma care, and patient assessment: **91.07%**
- Integrates comprehensive knowledge of: the safety and well-being of the paramedic, airway management and ventilation, pharmacological interventions, cardiac care, trauma care, and patient assessment in order to mitigate emergencies and improve the overall health of the patient: **91.07%**

EMS 156 (3 Sections in 3 years) (6 sections not reported) (2024-2025: Asian: 100%, Hispanic: 88%, Native American: 100%, White: 90%, Black/African American: 100%)

- Relate assessment findings to underlying pathophysiology and physiological changes in the patient's condition: **66.67%**
- Able to demonstrate understanding of patient care in the clinical environment: **100.00%**
- Apply didactic and lab knowledge to real patient care by demonstrating safe, effective, and professional behavior in a supervised clinical setting: **91.67%**

EMS 157 (9 sections not reported) (No disaggregated data to report)

EMS 160 (2 sections in 3 years) (6 sections not reported) (2024-2025: Asian: No data, Hispanic: 80%, Native American: No data, White: 100%, Black/African American: No data)

- Student displayed competency and growth in previously identified areas of weakness: **100.00%**
- Demonstrate improved competency in paramedic knowledge, skills, and clinical decision-making through targeted review and practice of previously unmet course objectives: **83.33%**

EMS 161 (1 section in 3 years) (5 Sections not reported) (No disaggregated data)

- Student displayed competency and growth in previously identified areas of weakness: **50.00%**

b. While the SLO data collected for the 2024–2025 assessment cycle reflects strong overall student performance across most paramedic courses, the results are limited by a low reporting rate. Several sections (especially in EMS 150, 153, 154, 155, 156, 157, 160, and 161) did not submit all their SLO data, resulting in small sample sizes that make it difficult to draw fully representative or reliable conclusions about student learning outcomes and potential equity gaps.

Despite this limitation, the disaggregated data that is available indicates potential areas of disproportionate impact for specific student groups:

- In EMS 151, Black/African American students achieved 60% compared to 100% in all other reported groups.
- In EMS 153 and EMS 154, Black/African American students scored 75% compared to 93–100% for other groups.
- In EMS 155, Black/African American students scored 50% compared to 100% for other groups.
- In EMS 156, Hispanic students scored lower (88%) compared to White (90%) and other groups (100%).

These gaps, while based on small numbers, highlight the importance of targeted support for disproportionately impacted populations, particularly Black/African American and Hispanic students in key advanced courses.

c. The following are two key initiatives to improve our SLO reporting data and improve on DI outcomes:

1. **Increase SLO Reporting Compliance and Data Integrity (Goal 6, Objective 6.1)**

- Provide targeted faculty training and reminders at department meetings to ensure that all sections submit SLO data consistently each term.

2. **Early Identification and Support for Disproportionately Impacted Students**

- Implement early progress checks in courses where gaps were observed (e.g., EMS 151, 153, 154, 155).
- Offer targeted tutoring, skills lab refreshers, and peer mentoring opportunities to support students who are struggling academically or clinically.
- Incorporate culturally responsive teaching strategies to foster more inclusive classroom and lab environments.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is <u>Optional</u> on 2Yr. and SLO Plans

Please discuss your program's performance on each data item below.
a. Instructional Program Health Evaluation Rubric

i) **Rubric Item**: Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a Course Completion Rate target, provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the Completion & Success Dashboard to access your program specific data**.
ii) **Rubric Item**: Use OIERP data to set a Course Success Rate target, provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the Completion & Success Dashboard to access your program specific data**.
iii) **Rubric Item**: What is your FT/PT Faculty Ratio, how is it impacting your program, and student success? **Please visit the Full-Time/Part-Time Faculty Ratio Dashboard to access your program specific data**.
iv) **Rubric Item**: Use OIERP data to set a WSCH/FTEF Ratio target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) **Please visit the WSCH/FTEF Dashboard to access your program specific data**.

i/ii. The Paramedic Program's completion and success rates are above the established target of 92% of students passing the national registry exam on their first attempt (Goal 2, Objective 1). The Completion Rate is 97.8% and Success is 88.9%. The program has seen an increase in students who are leaving the program prior to completion to accept Fire Service jobs. While these students sometimes return and complete the program after their probationary year, this has impacted our success rates. To address this issue, students are provided with a pathway to return and complete the program, should they choose to. We are seeing an increase in students who are electing to return to the program upon completion of their probationary period with their employer. We are also communicating regularly with employers as to this process and have created a schedule that will decrease staffing issues for these agencies to better support the students' return.

iii. FT/PT Ratio - 44.2 (2022-2023): We are slightly higher in FTEF that the average college as a whole. The discipline was able to hire a full-time faculty member and 3 part time faculty since the last reporting period. The new faculty has load in the paramedic program and EMT program. With the creation of an additional summer cohorts, part time instructors were hired. These part time faculty are currently working in the field as Paramedics, which provides a great deal of relevancy and currency to the students, thus improving their success.

WSCH/FTEF - 380 (2022-2023): The college target of 525 is not a realistic target for this program. Ratios in skills instruction requires 6:1 ratios are required by state and national accrediation and are mirrored as industry standards in similar programs. The target WSCH/FTEF for our program is 375.

Fill Rate: The program's average fill rate is 63.5%. The program's assessment of this rate is that it does not accurately reflect the goals and limitations of the program. For example, course sections are conducted in spaces that allow adequate room for the demonstration and use of technical equipment and teaching aids. These areas are selected based on the appropriateness of the instructional space (higher seating capacity) although the program has no plan or desire to match the cohort size to the room's seating capacity. What is typically reported as the "cap" is the room capacity and not the intended cohort size. The required lab ratio per the state of California is 6:1, which makes accepting a larger class unfeasible. To maintain ratios dictated by state regulation, the target is set at 30 students.

6. Other Unit-Specific Quantitative and Qualitative Results

Updating this Question is <u>Optional</u> on 2Yr. and SLO Plans

a. **Rubric Item**: How do your program student demographics relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? Include any plan to address discrepancies in the action plan (Q10) – **please visit the Demographics Dashboard to view program and college demographics by year**.
b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.). **Please visit the Degrees & Certificates Dashboard to access your program specific data on degrees and certificates**.
c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

a. Our program demographics are reflective of the college demographics for race and ethnicity. Although there has been a slow increase in diversity within this job force, the program cohorts are representative of the local industry, with 80% to 90% of the student population identifying as male. Due to the work experience required to enter the program, it is not feasible for students under the age of 19 to be eligible to attend.

b. Despite the addition of another private paramedic program being added to the area, the impacts of the pandemic, and a decrease in overall enrollment in the community college systems, the Paramedic program continues to see increased application numbers and seat classes at a number consistent with or higher than previous years. Course completion surveys and exit interviews show high levels of student satisfaction and positive experiences while participating in the program.

c. The paramedic program staff meet monthly to discuss and share changes/improvements within course offerings and will continue to do so. A current focus is to improve educational environments in the clinical (EMS 156) and field internship (EMS 157) settings by increasing site visits and support avenues for preceptors in those capacities, as student exit feedback has demonstrated need. The program also hosts/participates in outreach events several times a year and highlight that this profession is achieveable for any gender and/or ethnicity.

7. Evaluation

Updating this Question is Optional on 2Yr. and SLO Plans

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

- The creation of a new schedule (48/96 model) is running well and bringing in new students, as agencies look to send their employees to a paramedic program
- We continue to maintain and foster relationships with community partners. They are consistently supportive and responsive to our needs (clinical and field internships)
- All faculty participate in professional development that grows innovation and best practices within this profession. A large majority of professional experts and all part time faculty are currently working in the field as Paramedics, which increases relevancy and implements current workforce practices being utilized in the instructional setting.
- For the first time in 2 years, we are fully staffed and are working as a cohesive group for the betterment of the program. A new field coordinator has been appointed and is doing well. A full time lab technician has also been hired. The need remains for a simulation technician, as mannequins and other instruction equipment continue to grow in fidelity and require an additional person to run the equipment properly.
- Several member participate in shared governance, both within the district as well as state and local offices. Within the department, all staff meet monthly to discuss the health of the program and identify any students that may need additional assistance and support. The program also holds a planning meeting to coordinate the instructional schedule for the upcoming semesters. All unit members take an active role and participate in the planning and decision-making for the program.
- All faculty exceed the hours required of professional development and training. Program faculty are required, by statute, to maintain professional licensure. This is accomplished through a variety professional development and continuing education activities. In order to maintain a current paramedic license, which is a condition of employment for this program, each member must complete 48 hours of professional development and training within a 2-year licensure cycle. A majority of staff have also completed the ACUE course.
- As an accredited paramedic program, all applicable mandates have been and will continue to be met.

8. Vision

Updating this Question is Optional on 2Yr. and SLO Plans

a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
b. Alignment with the college Vision: **Rubric Item** (Vision Alignment): The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance and align with the vision of the college?**

a. The Paramedic Program's fundamental mission will remain the same: Develop competent entry-level Paramedics. However, we believe that the standards for entry-level paramedics are evolving. Our program is poised to take advantage of opportunities and overcome challenges associated with that evolution. This includes expanding courses and developing new curriculum to meet local and national needs, as well as continuing to invest in the overall health and wellness of our students. The completion of the public safety training center (January 2024) will allow us to expand the training offered here. The program is also poised to create curriculum for courses that support state directives, such as community paramedicine and Emergency Communication Nurse certification.

b. This program empowers those who study here by remaining student focused and providing engaging and productive learning environments, especially in the realm of scenario based learning. We empower the people who work here through a friendly and collaborative work environment. The program participates frequently with our community to share the engaging and innovative educational environments through outreach and externship. When speaking with community partners and candidates seeking to enroll in the program, it is clear that we remain the program and college of choice for student who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. We advance this vision by taking an active roll in local, regional, state, and national efforts to support student success and job satisfaction to as many people as possible.

9. Progress on Prior Goals

Updating this Question is Optional on 2Yr. and SLO Plans

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Maintain continuous CAAHEP accreditation of the Paramedic Program**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Meet and/or exceed accreditation standards**

  In order to maintain continuous accreditation of the paramedic program, staff must ensure that required standards are monitored and met. These standards are adjusted frequently and require direct attention.

  Priority Rank: 1
  Original Start Date: 01/01/2022 **Original End Date:** 12/31/2027
  Revised Start Date: 01/01/2022 **Revised End Date:** 12/31/2027
  Responsible Person: Amanda Ward
  Strategic Direction : 3. Increase Student Success and Equity
  Impact Type: Department
  Institutional Learning Outcome: -- Pick One --
  Resource Requests:

  - **1.1.r1 - Accreditation Fees**
    Description

    The Committee on Accreditation for Emergency Medical Services Professions charges an annual fee of approximately $2,000.00 for maintain continuous accreditation.

    Rationale

    In order to maintain continuous accreditation, which is required in Title 22 of the California Code of Regulations, the Committee on Accreditation for Emergency Medical Services Professions charges a fee of approximately $2,000.00

    Resource Type: Ongoing
    Expenditure Category: Dues and Memberships (5310)
    Funded: Yes
    Funding Source: NA
    First Year Cost/Savings: $2,000.00/$0.00
    Second Year Cost/Savings: $2,000.00/$0.00
    Third Year Cost/Savings: $2,000.00/$0.00

  Actions/Activities:

  - **1.1.a1 - Accreditation Fees**

    Pay annual fees to the Committee on Accreditation for Emergency Medical Services Professionals.

    Start Date: 01/01/2023 **End Date:** 12/31/2027
    Responsible Person: Amanda Ward

Status Code: Work is Completed and Ongoing
Progress Description:
Measurements/Documentation of Progress:

- **2 - Goal - Maintain first (1st) attempt pass rate on National Registry/State Exams at or above 92%**
  Priority Rank: 2
  Objectives:
  - **2.1 - Objective - Perform continuous review of curriculum and outcomes**

    Perform continuous review of curriculum and outcomes

    Priority Rank: 2
    Original Start Date: 01/01/2023 **Original End Date:** 12/31/2027
    Revised Start Date: 01/01/2023 **Revised End Date:** 12/31/2027
    Responsible Person: Amanda Ward
    Strategic Direction : 3. Increase Student Success and Equity
    Impact Type: Division
    Institutional Learning Outcome: -- Pick One --
    Resource Requests:
    - **2.1.r1 - Curriculum and outcomes review**
      Description

      Develop and continuously update a comprehensive cognitive and psychomotor facilitated review to prepare students for success on the National Registry licensing exams.

      Rationale

      To maintain a 1st attempt pass rate on the National Registry cognitive and psychomotor exam at or above 92%.

      Resource Type: Ongoing
      Expenditure Category: Professonal Expert - Non FTE (2389)
      Funded: Yes
      Funding Source: NA
      First Year Cost/Savings: $3,000.00/$0.00
      Second Year Cost/Savings: $3,000.00/$0.00
      Third Year Cost/Savings: $3,000.00/$0.00

    Actions/Activities:
    - **2.1.a1 - Comprehensive Cognitive and Psychomotor Review**

      Create and continuously update a comprehensive cognitive and psychomotor exam review for the National Registry Paramedic Certification Exams.

Start Date: 01/01/2023 **End Date:** 12/31/2027

Responsible Person: Amanda Ward

Status Code: Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

- **3 - Goal - Support Professional Development for faculty and staff**
  Priority Rank: 3
  Objectives:
  - **3.1 - Objective - Facilitate training to faculty and staff in maintaining, enhancing and acquiring skills that will provide effective and innovative teaching and support services.**
    Priority Rank: 3
    Original Start Date: 01/01/2023 **Original End Date:** 12/31/2027
    Revised Start Date: 01/01/2023 **Revised End Date:** 12/31/2027
    Responsible Person: Amanda Ward
    Strategic Direction : 3. Increase Student Success and Equity
    Impact Type: District Wide
    Institutional Learning Outcome: -- Pick One --
    Resource Requests:
    - **3.1.r1 - Professional Development**
      Description

      Maintain or increase professional development for faculty and staff

      Rationale

      To increase access to professional development opportunities to:

      - keep faculty and staff informed of changes and trends in their fields

      - Improve instructional skills for faculty and staff

      - Provide training and workshops to ensure that all faculty and staff are technically literate

      - Improve instructional skills for faculty

      Resource Type: Ongoing
      Expenditure Category: Conference and Travel (5200)
      Funded: No
      Funding Source:
      First Year Cost/Savings: $12,000.00/$0.00
      Second Year Cost/Savings: $12,000.00/$0.00
      Third Year Cost/Savings: $12,000.00/$0.00
    - **3.1.r2 - Professional Development**

Description

Maintain or increase professional development for faculty and staff

Rationale

To increase access to professional development opportunities to:

- keep faculty and staff informed of changes and trends in their fields

- Improve instructional skills for faculty and staff

- Provide training and workshops to ensure that all faculty and staff are technically literate

- Improve instructional skills for faculty

Resource Type: Ongoing
Expenditure Category: Conference and Travel (5200)
Funded: No
Funding Source:
First Year Cost/Savings: $12,000.00/$0.00
Second Year Cost/Savings: $12,000.00/$0.00
Third Year Cost/Savings: $12,000.00/$0.00

Actions/Activities:

- **3.1.a1 - Professional Development**

  To increase access to professional development opportunities to:

  - keep faculty and staff informed of changes and trends in their fields

  - Improve instructional skills for faculty and staff

  - Provide training and workshops to ensure that all faculty and staff are technically literate

  - Improve instructional skills for faculty

  - Maintain a high standard of customer service to accomodate the ever changing student needs

  Start Date: 01/01/2023 **End Date:** 12/31/2027
  Responsible Person: Amanda Ward
  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- **4 - Goal - Improve student's preparation for non-simulated patient encounters**
  Priority Rank: 4
  Objectives:
  - **4.1 - Objective - Increase utilization of patient simulation center**

    With the accessability issues presented in the clinical setting secondary to Covid-19, utilization of the simulation center and providing high fidelity scenario based learning has been instrumental to meeting student needs.

    Priority Rank: 4
    Original Start Date: 01/01/2023 **Original End Date:** 12/31/2027
    Revised Start Date: 01/01/2023 **Revised End Date:** 12/31/2027
    Responsible Person: Amanda Ward
    Strategic Direction : 3. Increase Student Success and Equity
    Impact Type: Division
    Institutional Learning Outcome: -- Pick One --
    Resource Requests:
    - **4.1.r1 - Trauma Mannequin**
      Description

      Train for the rapid identification and effective management of bleeding control, and other life threatening traumatic injuries by utilizing high fidelty mannequin

      Rationale

      This training is required to maintain accreditation, as well as ensure students are prepared for live patient encounters in clinical and field settings. Research has proven that high-fidelity simulation training boosts knowledge retention, decision-making skills, and team performance. Currently, the program does not have equipment that supports this and are using antiquated techniques and tools to create such scenarios.

      Resource Type: One-time
      Expenditure Category: Instructional Supplies (4300)
      Funded: No
      Funding Source:
      First Year Cost/Savings: $115,950.00/$0.00
    - **4.1.r2 - Hire full-time Simulation Technician**
      Description

      The simulation technician will be responsible for providing technical expertise and operational support to simulation learning experiences for multiple programs across disciplines.

Rationale

The Krasovec Simulation Center was established in 2016 in an effort to support and expand the opportunities for immersive simulated-patient care learning experiences. Though improvements have been made and utilization has increased, there are still limitations due to staffing. An investigation of so called "Best Practices" reveals that the ideal scenario is to have an individual with specialized skills and training (Healthcare Simulation) to oversee the technical and operational aspects of the simulation program. We are currently limited to asking professional experts and part time faculty to function in this role.

Resource Type: Ongoing
Expenditure Category: Cert Coordinators (1282)
Funded: No
Funding Source:
First Year Cost/Savings: $48,000.00/$0.00
Second Year Cost/Savings: $50,000.00/$0.00
Third Year Cost/Savings: $53,000.00/$0.00

Actions/Activities:

- **4.1.a1 - Simulation Center Personnel**

  Hire a Simulation Technician to support the operation of the Simulation Center.

  Start Date: 01/01/2023 **End Date:** 12/31/2027
  Responsible Person: Amanda Ward
  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- **5 - Goal - Create resiliency and wellness program**
  Priority Rank: 5
  Objectives:
  - **5.1 - Objective - Develop and deploy a service to educate and serve students in the realm of mental health and wellness that is specific to the challenges they face as first responders**
    Priority Rank: 5
    Original Start Date: 01/01/2023 **Original End Date:** 12/31/2027
    Revised Start Date: 01/01/2023 **Revised End Date:** 12/31/2027
    Responsible Person: Amanda Ward
    Strategic Direction :
    2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability
    Impact Type: Division
    Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed
Progress Description:
Resource Requests:

- **5.1.r1 - Wellness Resource**
  Description

  Obtain a contract with licensed clinical site to support student wellness, resiliency, development of peer support groups, and substance abuse education.

  Rationale

  The rise in mental health issues, substance abuse, and suicides in EMS requires immediate and intentional action. While the district and student services offers programs, students within this program and population can be better served by culturally competent clinicians who have training and experience in the capacities that are students are functioning in. This is an objective that will serve all students within the allied health and public safety courses.

  Resource Type: Ongoing
  Expenditure Category: Consultants & Other Services (5113)
  Funded: No
  Funding Source:
  First Year Cost/Savings: $10,000.00/$0.00
  Second Year Cost/Savings: $10,000.00/$0.00
  Third Year Cost/Savings: $10,000.00/$0.00

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is <u>Required</u> on 2Yr. Plans and <u>Optional</u> on SLO Plans

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals (goal rubric) and objectives (objective rubric) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results**. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of goals, objectives, actions, and how they work together.)

- **1 - Goal - 1. Increase Student Enrollment**
  Priority Rank: 1
  Objectives:
  - **1.1 - Objective - Meet and/or exceed accreditation standards**

In order to maintain continuous accreditation of the paramedic program, staff must ensure that required standards are monitored and met. These standards are adjusted frequently and require direct attention.

Priority Rank: 1
Start Date: 01/01/2022 **End Date:** 12/31/2027
Responsible Person: Amanda Ward
Strategic Direction (Goal): 1. Increase Student Enrollment
Impact Type: Department
Institutional Learning Outcome: Not Applicable
Resource Requests:

- **1.1.r1 - Accreditation Fees**
  Description

  The Committee on Accreditation for Emergency Medical Services Professions charges an annual fee of approximately $2,000.00 for maintain continuous accreditation.

  Rationale

  In order to maintain continuous accreditation, which is required in Title 22 of the California Code of Regulations, the Committee on Accreditation for Emergency Medical Services Professions charges a fee of approximately $2,000.00

  Resource Type: Ongoing
  Expenditure Category: Dues and Memberships (5310)
  First Year Cost/Savings: $5,000.00/$0.00
  Second Year Cost/Savings: $5,000.00/$0.00
  Third Year Cost/Savings: $5,000.00/$0.00

Actions/Activities:

- **1.1.a1 - Accreditation Fees**

  Pay annual fees to the Committee on Accreditation for Emergency Medical Services Professionals.

  Start Date: 01/01/2023 **End Date:** 12/31/2027
  Responsible Person: Amanda Ward

- **2 - Goal - Maintain first (1st) attempt pass rate on National Registry/State Exams at or above 92%**
  Priority Rank: 2
  Objectives:
  - **2.1 - Objective - Perform continuous review of curriculum and outcomes**

    Perform continuous review of curriculum and outcomes

Priority Rank: 2

Start Date: 01/01/2023 **End Date:** 12/31/2027

Responsible Person: Amanda Ward

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Division

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **2.1.r1 - Curriculum and outcomes review**
  Description

  Develop and continuously update a comprehensive cognitive and psychomotor facilitated review to prepare students for success on the National Registry licensing exams.

  Rationale

  To maintain a 1st attempt pass rate on the National Registry cognitive and psychomotor exam at or above 92%.

  Resource Type: Ongoing

  Expenditure Category: Professonal Expert - Non FTE (2389)

  First Year Cost/Savings: $5,000.00/$0.00

  Second Year Cost/Savings: $5,000.00/$0.00

  Third Year Cost/Savings: $5,000.00/$0.00

Actions/Activities:

- **2.1.a1 - Comprehensive Cognitive and Psychomotor Review**

  Create and continuously update a comprehensive cognitive and psychomotor exam review for the National Registry Paramedic Certification Exams.

  Start Date: 01/01/2023 **End Date:** 12/31/2027

  Responsible Person: Amanda Ward

- **3 - Goal - 1. Increase Student Enrollment**
  Priority Rank: 5
  Objectives:
  - **3.1 - Objective - Facilitate training to faculty and staff in maintaining, enhancing and acquiring skills that will provide effective and innovative teaching and support services.**

    Priority Rank: 5

    Start Date: 01/01/2023 **End Date:** 12/31/2027

    Responsible Person: Amanda Ward

    Strategic Direction (Goal): 1. Increase Student Enrollment

    Impact Type: District Wide

Institutional Learning Outcome: Not Applicable
Resource Requests:

- **3.1.r1 - Professional Development**
  Description

  Maintain or increase professional development for faculty and staff

  Rationale

  To increase access to professional development opportunities to:

  - keep faculty and staff informed of changes and trends in their fields

  - Improve instructional skills for faculty and staff

  - Provide training and workshops to ensure that all faculty and staff are technically literate

  - Improve instructional skills for faculty

  Resource Type: Ongoing
  Expenditure Category: Conference and Travel (5200)
  First Year Cost/Savings: $12,000.00/$0.00
  Second Year Cost/Savings: $12,000.00/$0.00
  Third Year Cost/Savings: $12,000.00/$0.00

- **3.1.r2 - Professional Development**
  Description

  Maintain or increase professional development for faculty and staff

  Rationale

  To increase access to professional development opportunities to:

  - keep faculty and staff informed of changes and trends in their fields

  - Improve instructional skills for faculty and staff

  - Provide training and workshops to ensure that all faculty and staff are technically literate

  - Improve instructional skills for faculty

  Resource Type: Ongoing
  Expenditure Category: Conference and Travel (5200)
  First Year Cost/Savings: $12,000.00/$0.00

Second Year Cost/Savings: $12,000.00/$0.00

Third Year Cost/Savings: $12,000.00/$0.00

Actions/Activities:

- **3.1.a1 - Professional Development**

  To increase access to professional development opportunities to:

  - keep faculty and staff informed of changes and trends in their fields

  - Improve instructional skills for faculty and staff

  - Provide training and workshops to ensure that all faculty and staff are technically literate

  - Improve instructional skills for faculty

  - Maintain a high standard of customer service to accomodate the ever changing student needs

  Start Date: 01/01/2023 **End Date:** 12/31/2027

  Responsible Person: Amanda Ward

- **4 - Goal - Improve student's preparation for non-simulated patient encounters**
  Priority Rank: 4
  Objectives:

  - **4.1 - Objective - Increase utilization of patient simulation center**

    With the accessability issues presented in the clinical setting secondary to Covid-19, utilization of the simulation center and providing high fidelity scenario based learning has been instrumental to meeting student needs.

    Priority Rank: 4

    Start Date: 01/01/2023 **End Date:** 12/31/2027

    Responsible Person: Amanda Ward

    Strategic Direction (Goal): 3. Increase Student Success and Equity

    Impact Type: Division

    Institutional Learning Outcome: Not Applicable

    Resource Requests:

    - **4.1.r1 - Trauma Mannequin**
      Description

      Train for the rapid identification and effective management of bleeding control, and other life threatening traumatic injuries by utilizing high fidelity mannequin

      Rationale

This training is required to maintain accreditation, as well as ensure students are prepared for live patient encounters in clinical and field settings. Research has proven that high-fidelity simulation training boosts knowledge retention, decision-making skills, and team performance. Currently, the program does not have equipment that supports this and are using antiquated techniques and tools to create such scenarios.

Resource Type: One-time
Expenditure Category: Instructional Supplies (4300)
First Year Cost/Savings: $115,950.00/$0.00

- **4.1.r2 - Hire full-time Simulation Technician**
  Description

  The simulation technician will be responsible for providing technical expertise and operational support to simulation learning experiences for multiple programs across disciplines.

  Rationale

  The Krasovec Simulation Center was established in 2016 in an effort to support and expand the opportunities for immersive simulated-patient care learning experiences. Though improvements have been made and utilization has increased, there are still limitations due to staffing. An investigation of so called "Best Practices" reveals that the ideal scenario is to have an individual with specialized skills and training (Healthcare Simulation) to oversee the technical and operational aspects of the simulation program. We are currently limited to asking professional experts and part time faculty to function in this role.

  Resource Type: Ongoing
  Expenditure Category: Cert Coordinators (1282)
  First Year Cost/Savings: $48,000.00/$0.00
  Second Year Cost/Savings: $50,000.00/$0.00
  Third Year Cost/Savings: $53,000.00/$0.00

Actions/Activities:

- **4.1.a1 - Simulation Center Personnel**

  Hire a Simulation Technician to support the operation of the Simulation Center.

  Start Date: 01/01/2023 **End Date:** 12/31/2027
  Responsible Person: Amanda Ward

- **5 - Goal - 1. Increase Student Enrollment**
  Priority Rank: 8
  Objectives:

- **5.1 - Objective - Develop and deploy a service to educate and serve students in the realm of mental health and wellness that is specific to the challenges they face as first responders**
  Priority Rank: 8
  Start Date: 01/01/2023 **End Date:** 12/31/2027
  Responsible Person: Amanda Ward
  Strategic Direction (Goal): 1. Increase Student Enrollment
  Impact Type: Division
  Institutional Learning Outcome: Unknown
  Resource Requests:
  - **5.1.r1 - Wellness Resource**
    Description

    Obtain a contract with licensed clinical site to support student wellness, resiliency, development of peer support groups, and substance abuse education.

    Rationale

    The rise in mental health issues, substance abuse, and suicides in EMS requires immediate and intentional action. While the district and student services offers programs, students within this program and population can be better served by culturally competent clinicians who have training and experience in the capacities that are students are functioning in. This is an objective that will serve all students within the allied health and public safety courses.

    Resource Type: Ongoing
    Expenditure Category: Consultants & Other Services (5113)
    First Year Cost/Savings: $10,000.00/$0.00
    Second Year Cost/Savings: $10,000.00/$0.00
    Third Year Cost/Savings: $10,000.00/$0.00

- **6 - Goal - 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability**
  Priority Rank: 3
  Objectives:
  - **6.1 - Objective - Provide regular and ongoing SLO professional development training (Q4C1)**
    Priority Rank: 3
    Start Date: 07/01/2026 **End Date:** 07/01/2029
    Responsible Person: John Grounds
    Strategic Direction (Goal):
    2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability
    Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **6.1.a1 - SLO Compliance Training**

  Provide ongoing SLO training to ensure all faculty are accurately reporting their SLO data in a timely manner.

  Start Date: 11/01/2025 **End Date:** 07/01/2027

  Responsible Person: John Grounds

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- Paramedic Schedule Matrix .xlsx

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