

[Plans for Emergency Medical Services](#) >> 2025 - 2026 Emergency Medical Services CHC Instructional Program Review 2025-2026

Name : 2025 - 2026 Emergency Medical Services CHC Instructional Program Review 2025-2026

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Instructions

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

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?**

The Emergency Medical Services Program and more specifically that Emergency Medical Technician Program at Crafton Hills College exists to change lives through the education and preparation of future EMS providers. In alignment with the College's mission, the program seeks to inspire our students by offering a transformational learning environment that combines rigorous classroom instruction with hands-on, scenario-based training. Our program is designed to ensure that every student develops the knowledge, skills, and professional behaviors necessary to provide compassionate, evidence-based, and culturally responsive emergency care.

The EMS/EMT program embraces the College's commitment to welcoming all students and supporting learners from diverse backgrounds by fostering inclusivity, cultural humility, and respect for the communities our graduates will serve. In doing so, the program provides pathways for students of all experiences and identities to succeed in the dynamic and demanding field of emergency medical services.

Rooted in Crafton Hills College's tradition of excellence, the EMS/EMT Program unites talented faculty, driven students, and dedicated community partners to create a learning experience that extends beyond the classroom. We support our colleagues in healthcare and public safety by preparing graduates who are not only technically skilled but also collaborative, ethical, and resilient.

Through the program's emphasis on community engagement and professional service, students gain the confidence to meet emergencies with integrity and compassion, thereby improving the health, safety, and quality of life within our region. In this way, the EMT Program reflects Crafton Hills College's mission to inspire students, support colleagues, and embrace community; ultimately producing graduates who embody both professional excellence and the College's transformative spirit.

2. Description of Program

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 EMT Program is overseen by the Program Director, who also serves as the Divisional Dean. The Director ensures program content is current, meets all accreditation and state standards, and aligns with institutional and community needs.

The Primary EMT Course is staffed by EMT and/or Paramedic Instructors. Each primary instructor functions as the student's homeroom faculty, providing mentorship, monitoring progress, and coordinating with co-requisite instructors. Importantly, each homeroom instructor maintains a 10:1 student-to-instructor ratio during skills in compliance with California Title 22, ensuring individualized attention and safe learning environments.

The Co-Requisite Courses are taught by licensed EMTs and/or Paramedics, covering:

- Bloodborne Pathogens
- CPR
- Hazmat Awareness
- Customer Service
- Documentation
- Pharmacology

To support skill development, the program utilizes Professional Experts. These are practicing EMTs, Paramedics, and other qualified professionals who assist with the skills instruction and evaluation portion of the program. Their role is to facilitate hands-on learning, ensure psychomotor proficiency, and confirm students meet the NREMT and California State skills requirements for certification.

Students are also assigned a Field Coordinator, who facilitates the state-mandated 24-hour externship and serves as the liaison among the student, Program Director, and community partners. This ensures externship placements provide safe, supportive, and high-quality learning experiences.

The program is further strengthened by Support Staff, which includes:

- Department Administrative Assistant – manages clerical operations, scheduling, and communication.
- Laboratory Assistant – oversees lab equipment, prepares training environments, and supports instructors during practical sessions.
- AHA Training Center Coordinator – manages all American Heart Association certifications (BLS, ACLS, PALS), ensuring compliance with AHA standards.
- Dedicated Department/Division Counselor (**Retired 2024**) - Help students plan coursework that aligns with certification, licensure, and transfer requirements (**Goal 2, Objective 2.3**)

B. In addition to providing direct instruction and certificate courses, the EMS-BLS program also functions as an approved (by Inland Counties Emergency Medical Services Agency) continuing education provider for the region. These continuing education (CE) processes and functional obligations are defined by the California Code of Regulations, Title 22. There is no additional personnel support or funding to provide these unique functions and services. These additional responsibilities are assumed within the staffing features described (primarily the Program Director).

Additionally, the EMS-BLS program offers EMT recertification courses that are staffed by licensed EMTs and or paramedics. They facilitate the completion of the state-required continuing education (CE) units that are completed online, as well as the required skills verification form that needs to be completed every two years to maintain certification as defined by Title 22.

C. The EMS/EMT program offers day, evening, and weekend courses on campus, as well as off-site courses at the EDCT building in San Bernardino. These flexible course offerings are designed to meet the needs of students with diverse schedules and geographic constraints. The program has successfully certified all instructors for distance education (DE) and currently delivers a significant portion of coursework in online or hybrid formats. While these varied options provide valuable access and flexibility

for students, the college as a whole does not consistently extend the same level of support to evening and weekend students. As a result, these students often have limited access to many of the support services that are readily available to traditional Monday–Friday day students (**Goal 2, Objective 2.2**). Further expansion is set to start up in the mountain area surrounding Big Bear to improve recruitment in an underrepresented part of the region and community (**Goal 1, Objective 1.3**).

D. The EMT curriculum is regularly reviewed and updated to ensure alignment with state and national accreditation standards, including the California EMS Authority (Title 22), the National Registry of EMTs (NREMT) psychomotor and cognitive requirements, and American Heart Association (AHA) guidelines. Faculty conduct ongoing curriculum reviews through the college's established curriculum process, incorporating feedback from advisory boards, industry partners, and student surveys.

The program remains needs-based and labor market-driven. According to regional labor market data from the Centers of Excellence and EMS workforce reports, the number of jobs related to the assessed occupations is projected to increase 10% through 2028, with 213 annual job openings (new and replacement jobs) (COE, 2025). This proves there is a consistent demand for EMTs and paramedics across the Inland Empire and broader Southern California region. Completion of the program provides students with immediate employability as EMTs and a direct pathway into paramedic programs, fire academies, and healthcare professions.

The curriculum also addresses equity and inclusion by offering day, evening, weekend, and off-site courses to meet the needs of students with diverse schedules, work responsibilities, and geographic limitations. A significant portion of coursework is also delivered in online and hybrid formats, expanding access to students who may otherwise be unable to attend in-person courses due to family, employment, or transportation barriers. Instructors have completed certification in distance education pedagogy to ensure that online and hybrid delivery is both accessible and engaging.

Furthermore, the program integrates student support and culturally responsive practices. The homeroom instructor model ensures a 10:1 student-to-instructor ratio during skills as required by Title 22, while also fostering individualized guidance, mentorship, and retention strategies. Corequisite courses (such as CPR, Hazmat, Bloodborne Pathogens, Documentation, and Pharmacology) ensure that students are prepared not only for certification exams but also for success in the workforce where diverse patient populations and inclusive care practices are critical.

Through these measures, the EMT curriculum demonstrates ongoing responsiveness to student needs, labor market demand, and equity in access, while maintaining compliance with state and national accreditation standards.

E. Below are the list of EMT programs divided by sections. The same sections are offered every spring and fall. Summer offerings are available on demand. Typically, two sections are offered with the same corequisites as the traditional offerings, however, instead of them meeting one day a week (8 hours) for 16 weeks, the main course is 2 days a week for 12 weeks.

Monday EMT Course Section-90

- EMS 020 Emergency Medical Technician (Primary Course) - In-Person (Lecture & Lab)
Mondays, 9:00 AM – 6:00 PM: Includes lab skills; serves as homeroom course
- EMS 021 Bloodborne Pathogens Online – Asynchronous: Taken at the student's own pace

- EMS 022 CPR for Healthcare Providers: In-Person (Weekend)One weekend during the semester: Required AHA certification course
- EMS 023 Hazmat Awareness Online – Asynchronous: Completion required for externship eligibility
- EMS 025 Customer Service Online – Asynchronous: Focus on patient interaction and communication
- EMS 066 Documentation Online – Asynchronous: Emphasizes charting, reporting, and medical documentation
- EMS 067 Field Externship Online + Field Experience, Students must schedule two 12-hour shifts with affiliated agencies based on availability
- EMS 068 Pharmacology - Hybrid Lecture: Online – Asynchronous / Lab: During the EMS 020 lab sessions

Wednesday EMT Course Section-91

- EMS 020 Emergency Medical Technician (Primary Course) - In-Person (Lecture & Lab) Wednesdays, 9:00 AM – 6:00 PM: Includes lab skills; serves as a homeroom course
- EMS 021 Bloodborne Pathogens Online – Asynchronous: Taken at the student's own pace
- EMS 022 CPR for Healthcare Providers: In-Person (Weekend)One weekend during the semester: Required AHA certification course
- EMS 023 Hazmat Awareness Online – Asynchronous: Completion required for externship eligibility
- EMS 025 Customer Service Online – Asynchronous: Focus on patient interaction and communication
- EMS 066 Documentation Online – Asynchronous: Emphasizes charting, reporting, and medical documentation
- EMS 067 Field Externship Online + Field Experience, Students must schedule two 12-hour shifts with affiliated agencies based on availability
- EMS 068 Pharmacology - Hybrid Lecture: Online – Asynchronous / Lab: During the EMS 020 lab session

Friday EMT Course Section 94

- EMS 020 Emergency Medical Technician (Primary Course) - In-Person (Lecture & Lab) Fridays, 9:00 AM – 6:00 PM: Includes lab skills; serves as homeroom course
- EMS 021 Bloodborne Pathogens Online – Asynchronous: Taken at the student's own pace
- EMS 022 CPR for Healthcare Providers: In-Person (Weekend)One weekend during the semester: Required AHA certification course
- EMS 023 Hazmat Awareness Online – Asynchronous: Completion required for externship eligibility
- EMS 025 Customer Service Online – Asynchronous: Focus on patient interaction and communication
- EMS 066 Documentation Online – Asynchronous: Emphasizes charting, reporting, and medical documentation

- EMS 067 Field Externship Online + Field Experience, Students must schedule two 12-hour shifts with affiliated agencies based on availability
- EMS 068 Pharmacology - Hybrid Lecture: Online – Asynchronous / Lab: During the EMS 020 lab sessions

Saturday EMT Course Section 93

- EMS 020 Emergency Medical Technician (Primary Course) - In-Person (Lecture & Lab) Saturdays, 9:00 AM – 6:00 PM: Includes lab skills; serves as homeroom course
- EMS 021 Bloodborne Pathogens Online – Asynchronous: Taken at the student's own pace
- EMS 022 CPR for Healthcare Providers: In-Person (Weekend) Two Sundays during the semester: Required AHA certification course
- EMS 023 Hazmat Awareness Online – Asynchronous: Completion required for externship eligibility
- EMS 025 Customer Service Online – Asynchronous: Focus on patient interaction and communication
- EMS 066 Documentation Online – Asynchronous: Emphasizes charting, reporting, and medical documentation
- EMS 067 Field Externship Online + Field Experience, Students must schedule two 12-hour shifts with affiliated agencies based on availability
- EMS 068 Pharmacology - Hybrid Lecture: Online – Asynchronous / Lab: During the EMS 020 lab sessions

Tuesday / Thursday Evening Course Section 92

- EMS 020 Emergency Medical Technician (Primary Course) - In-Person Lecture on Tuesdays, 6:00 PM – 10:00 PM / Lab Thursdays 6:00 PM - 10:00 PM; serves as homeroom course
- EMS 021 Bloodborne Pathogens Online – Asynchronous: Taken at the student's own pace
- EMS 022 CPR for Healthcare Providers: In-Person (Weekend) One weekend during the semester: Required AHA certification course
- EMS 023 Hazmat Awareness Online – Asynchronous: Completion required for externship eligibility
- EMS 025 Customer Service Online – Asynchronous: Focus on patient interaction and communication
- EMS 066 Documentation Online – Asynchronous: Emphasizes charting, reporting, and medical documentation
- EMS 067 Field Externship Online + Field Experience, Students must schedule two 12-hour shifts with affiliated agencies based on availability
- EMS 068 Pharmacology - Hybrid Lecture: Online – Asynchronous / Lab: During the EMS 020 lab sessions

Offsite (EDCT) EMT Course Section 95

- EMS 020 Emergency Medical Technician (Primary Course) - In-Person (Lecture & Lab) Tuesdays, 9:00 AM – 6:00 PM: Includes lab skills; serves as homeroom course

- EMS 021 Bloodborne Pathogens Online – Asynchronous: Taken at the student's own pace
- EMS 022 CPR for Healthcare Providers: In-Person on two 020 Lab Sessions: Required AHA certification course
- EMS 023 Hazmat Awareness Online – Asynchronous: Completion required for externship eligibility
- EMS 025 Customer Service Online – Asynchronous: Focus on patient interaction and communication
- EMS 066 Documentation Online – Asynchronous: Emphasizes charting, reporting, and medical documentation
- EMS 067 Field Externship Online + Field Experience, Students must schedule two 12-hour shifts with affiliated agencies based on availability
- EMS 068 Pharmacology - Hybrid Lecture: Online – Asynchronous / Lab: During the EMS 020 lab sessions

3. External Factors with Significant Impact

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. Crafton Hills College's EMS/EMT program expanded to six sections, including one grant-funded cohort, to meet regional workforce demand. This growth has exposed an equipment parity gap: concurrent sections compete for the same skills inventory, risking unequal access to high-quality practice time. Although the program leverages Perkins and Strong Workforce, annual allocations have not kept pace with section growth and the replacement cycle for high-wear lab gear (**Goal 1, Objective 1.1**) Students, meanwhile, face substantial non-tuition expenses (texts, AHA materials, immunizations, screenings, uniforms, supplies), with typical out-of-pocket costs near \$800 even after tuition costs that disproportionately affect low-income students despite Book Saver subsidies. Some opportunities that have been proven successful are aligning success-focused interventions (orientation improvements, tutoring, and added skills practice) with categorical and philanthropic support. These steps build on CHC's documented EMT student-success work and new employer partnerships (e.g., AMR/CONFIRE/Priority Ambulance), ensuring students receive consistent, high-fidelity training while local agencies gain a reliable talent pipeline.

B. The program recognizes that there are several local EMS/EMT programs, such as Victor Valley College, Moreno Valley College, and College of the Desert, serving the Inland Empire, desert, and mountain communities. Each of these programs brings unique strengths and contributes to meeting the

region's urgent need for a skilled EMS workforce. Rather than viewing one another as competitors, we see an opportunity to build a cooperative model, where programs collaborate to align resources, share clinical sites, and standardize equipment and training expectations. By working together, we can better serve the needs of our diverse communities, ensure equitable access for students across the region, and deliver a consistent pipeline of highly prepared EMTs for our local fire, EMS, and healthcare agencies.

C. There are no associations in transfer specific credit with the four-year institutions for any of the instructional or program services offered by the CHC EMS-BLS unit. Because the training focus is so narrow and specific, any credit offered is only considered to transfer as an elective.

D. The EMS/EMT program follows strict federal and state regulations, policy standards, and external control by local administrative bodies. The BLS/EMT faculty and staff take significant effort to exceed these regulations, which helps our students in the learning and employment process. For example, basic cardiac life support for the health care provider can be taken online, except for the skills test. The EMS/EMT program adds significant scenario-based training to this course. This additional time and costs help the student understand and make associations with other sections of the program, which helps the students learn the adaptive and situational competency of real-life cardiac arrest 911 calls. This added time and effort make the graduate a more marketable/employable candidate. A past EMS-BLS advisory committee reinforced this intense training requirement as one of the reasons the CHC graduate is employed before other program graduates.

E. The employment concerns for the EMS/EMT programs are unique and multifaceted. One of the primary challenges is the pool of qualified applicants. Although the EMS/EMT program has increased enrollment, completion, and success rates over the past year, students must pass the NREMT exam before receiving their state license (a prerequisite for employment). The program has identified that not all students who complete the program take the NREMT, which reduces the number of potential candidates entering the workforce each year.

Certifying the PSAH computer lab as an NREMT testing center through Pearson Vue would allow students to take the exam immediately after completing the program, rather than searching for testing locations in the community. This is particularly important because existing testing centers also serve other regional EMS programs, often limiting available testing slots for Crafton students (**Goal 2, Objective 2.1**).

Additionally, while CHC graduates may meet all the qualifications for employment, many employers face insurance restrictions on the number of 18 to 24-year-olds they can hire for high-risk driving positions, such as ambulance operations. Moreover, a significant portion of EMS/EMT graduates work part-time in the industry as they pursue careers as firefighters or paramedics. The EMS/EMT program is a foundational prerequisite for both CHC's fire academy and paramedic training programs, further emphasizing its critical role in the broader public safety workforce pipeline.

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

Refer to the [SLO Cloud](#) and the [SLO Cloud Dashboard](#) to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric**

Item: [Program Learning Outcomes](#)

- a. Please summarize **Program Level Outcomes (PLO) assessment results**. Include a discussion of whether or not disproportionate impact has been identified. Also, ensure that the PLOs are in the catalog, and discuss whether the program met its target for each PLO.
- b. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO 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 PLO assessment(s) and to address any identified disproportionate impact? If none, please explain.

a. The PLO outcomes were measured across all the EMT courses (EMS 020, 021, 022, 023, 025, 066, 067, 068). This was meant to capture as much data as possible because not every course in the EMT program utilized all the PLOs, leaving the sample size small and inconsistent. All data from 2024-2025. Using the current matrix, the PLO targets were met, with the average competency rate being 93%. Hispanics and Pacific Islanders were the two groups that were below the average. Below is the breakdown by PLO with the competency rate of each ethnic group and a possible explanation why the PLO, the way it is currently written, could lead to inaccurate measurements.

Evaluate, treat, and transport the ill and injured

Observed Data: White 96%, Asian 100%, Hispanic 87%, Black 88%, Pacific Islander 91%

Why gaps occur:

- This PLO measures final performance rather than integrated reasoning.
- It rewards procedural speed and confidence more than analytical thinking or communication, both of which can be influenced by prior exposure, confidence, and cultural comfort.
- "Evaluate" and "treat" are broad terms that different instructors might score inconsistently.

Effectively use adjunctive airway/breathing aids

Observed Data: White 98%, Asian 100%, Hispanic 96%, Black 82%

Why gaps occur:

- Skill-heavy PLOs can mask psychosocial barriers. Some students underperform due to anxiety, limited hands-on access, or instructor bias in high-stress skill testing.
- Airway management is often assessed in isolation; students with less repetition time or early skill anxiety show lower performance.

Administer and monitor medications

Observed Data: White 99%, Asian 100%, Hispanic 97%, Black 92%, Pacific Islander 100%

Why gaps occur:

- This PLO shows consistently high outcomes, likely because the task is procedural and guided.
- Slight gaps may come from confidence in dosage calculation or familiarity with medication terminology.

Demonstrate competency in assessing and treating patients with medical or trauma emergencies

Observed Data: White 94%, Asian 100%, Hispanic 85%, Black 96%, Pacific Islander 33%

Why gaps occur:

- This PLO is extremely broad; “demonstrate competency” varies by evaluator and context.
- Trauma simulations can amplify stress and confidence gaps; students who hesitate under observation may appear less competent despite knowledge.
- It combines too many skills (assessment + treatment + trauma/medical) into one metric.

b. Analysis and Improvement Plan

The previous Program Learning Outcomes (PLOs) were primarily written as skill-based objectives, such as “Evaluate, treat, and transport the ill and injured” and “Administer and monitor medications.” While these statements accurately reflected specific technical competencies, they lacked the broader integration of knowledge, reasoning, and professionalism that define program-level mastery. As a result, disaggregated data from recent assessment cycles revealed inconsistent performance among ethnic subgroups, particularly within outcomes tied to assessment, airway management, and trauma care. For example, while overall success rates exceeded 90%, Hispanic, Black, and Pacific Islander students showed lower success rates in psychomotor-heavy domains compared to their White and Asian peers.

These gaps appear to stem less from differences in academic ability and more from variability in confidence, assessment calibration, and cultural comfort in high-stakes simulations. The narrow skill-based framing of the former PLOs did not capture essential affective and cognitive dimensions such as communication, reasoning under pressure, or reflective self-evaluation factors closely linked to equitable student success.

The revised PLOs shift from task completion to integrative competency, aligning with the three learning domains (cognitive, psychomotor, and affective) to better align with Title 22 standards. Each outcome emphasizes reasoning, professionalism, and application of knowledge, providing multiple entry points for students to demonstrate learning across modalities rather than in a single high-pressure assessment. For example, the new “Professional Communication and Cultural Competence” PLO explicitly acknowledges empathy and cultural responsiveness as well as core skills that promote equitable learning environments and measurable affective outcomes.

Once the new PLOs are implemented, work will begin to improve disaggregated results by starting and or continuing to improve upon its current equitable and inclusive strategies

- Ensure that standardized assessment rubrics are being utilized and conduct evaluator calibration to reduce variability across instructors (Standardized skills manual) (Current practice).
- Incorporate formative, low-stakes simulations to build student confidence before summative evaluations (Fisdap integration amongst all sections)(Current practice).
- Integrate reflective debriefs and written case analyses to capture cognitive reasoning and self-assessment (Virtual ridealongs, case studies, and discussion boards) (Current Practice).
- Embed equity-minded training for instructors, focusing on communication, inclusion, and bias awareness in evaluation (ACUE and USC Race and Equity Training) (Current practice)
- Expand SLO mapping so each revised PLO is represented across multiple assessments, increasing data validity and accuracy. (New implementation for next cycle) (**Goal 1, Objective 1.4**)

Through these refinements, the program aims to ensure that all students, regardless of background, develop and demonstrate the comprehensive competencies expected of an EMT. The revised outcomes better reflect Crafton Hills College's mission to empower students through education, engagement, and innovation while promoting equitable achievement and professional readiness in emergency medical services.

c. The only action step proposed is to change the PLOs and see how they are measured during this next cycle. Below are the revised program learning outcomes for the following 4-year cycle. They will then be reviewed to assess overall effectiveness in 2029. Additionally, the program will set aside time for professional development to work with the EMS faculty to inform them of the new PLO change, and the program will assist the faculty in mapping their course SLOs with the proposed PLOs to ensure accurate evaluation and measurements of the success of the PLOs by the next cycle. (**Goal 1, Objective 1.4**). Below are the proposed PLOs:

Comprehensive Patient Assessment

- Students will demonstrate the ability to perform a comprehensive patient assessment, including scene size-up, primary and secondary surveys, and ongoing assessments, to identify and manage life-threatening and non-life-threatening conditions in accordance with national and state EMT protocols.

Clinical Reasoning and Problem Solving

- Students will apply critical thinking and problem-solving skills to formulate appropriate prehospital treatment plans based on patient presentation, pathophysiology, and scope of practice.

Professional Communication and Cultural Competence

- Students will demonstrate effective communication, documentation, and teamwork skills while interacting with patients, families, and members of the healthcare team, exhibiting professionalism, empathy, and cultural competence.

Operational and Ethical Practice

- Students will apply knowledge of EMS operations—including scene safety, infection control, lifting/moving techniques, and legal/ethical responsibilities—to ensure the safety of patients, providers, and bystanders in all operational environments.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

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 and 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) Completion rates in the EMS/EMT program have fluctuated over the past five years. The data reported in the previous 4-year PPR cycle was inaccurate. The previous PPR accounted for all the courses associated with EMS/EMT. This current PPR completion rate statistics were based on the primary homeroom course, EMS-020. The completion rate for this course is predicated on passing all the other courses (021-068) and the primary (020) course. Failure of the other courses or failure of the 020 summative assessments will result in failure of the program, which is reflected in the completion and success rate of 020. Based on that information, internal program records show that in 2020 the completion rate for the primary EMT program was approximately 50%, falling to 33% in 2021. This decline was influenced by internal factors, such as assessment practices, and external pressures related to the COVID-19 pandemic. Since then, rates have steadily improved, with the most recent year recorded (2024/2025) reaching 70.7% which is just below the college average of 75.8%. In spring 2024, significant changes were made in both content delivery and assessment practices across the

primary EMT course and its corequisites. These reforms increased completion by nearly 50%, from 55.3% in 2023 to 70.7% in 2024. Building on these successes, the program aims not only to surpass the college average but to strive toward 100% completion in the next four-year cycle.

This PPR cycle also provides an opportunity to evaluate disaggregated data to identify disproportionate impacts. Two groups currently show significant gaps: Black/African American students, with a completion rate of 39%, and Hispanic students, with a rate of 52%. To address these disparities, the program has strengthened outreach and recruitment. In 2024, we partnered with Opportunity for Young Adults (OYA) Career Pathways, which provides tuition assistance and wraparound services for low-income adults seeking career changes. These collaborations help us reach a more diverse student body who might not otherwise enroll at Crafton Hills College due to financial, social, or logistical barriers. **(Goal 1, Objective 1.1)**

While representation of Black students in the EMT program is consistent with the collegewide average (5%) **(Q6A)**, their completion rates reveal a significant equity concern. The overall program completion rate is 70%, yet completion among Black students is just 39%. Because the number of Black students in the program is small, even one or two non-completions can drastically lower the group's overall success rate. This creates a disproportionate impact, where the outcomes for Black students appear significantly worse than for other groups despite relatively small changes in individual student performance. Addressing this gap requires targeted strategies to provide additional academic support, mentorship, and retention resources to ensure equity in outcomes, not just representation. Below are some key strategies to improve the completion rates for those disproportionately impacted.

- Culturally responsive pedagogy and mentoring to increase student belonging and academic confidence.
- Expanded academic support, such as embedded tutors and structured study groups tied to EMT lab and lecture content.
- Proactive early-alert systems to connect students to advising, counseling, mental health, and financial assistance before challenges escalate.

ii) Success rates in the EMS/EMT program have also fluctuated over the past five years. The Success rate data reported in the previous 4-year PPR cycle was also inaccurate for the same reason as listed above. Records show that in 2020, the success rate for the primary EMT program was approximately 66%, falling to 54% in 2021. This decline coincided with the factors associated with our poor completion rates for the last several years. Since then, rates have steadily improved, with the most recent year recorded (2024/2025) reaching 86.8%—just below the college average of 93.1%. The strategies we implemented in spring 2024 that improved our completion rates also improved our success rates. These reforms increased success rates from 78.4% in 2023 to 86.8% in 2024. The two groups that currently show significant gaps in completion rates are also disproportionately impacted in their success rates as well: Black/African American student success rates are 62%, and Hispanic student success rates are 70.8%. The partnerships and strategies we have implemented to improve our completion rates for those two impacted groups can also be used to improve the success rates as well.

iii) The statewide 75/25 standard established under California Assembly Bill 1725 calls for at least 75% of all credit instruction to be taught by full-time faculty. While the college's overall full-time faculty ratio is 36.2%, the EMT program falls well below that level at 31.5%. This means that nearly 70% of EMT instruction is delivered by adjunct faculty, compared to an already low collegewide average. Career

education programs such as EMT often rely heavily on adjunct instructors who are active in the profession, but this imbalance limits student access to consistent mentorship, advising, and program stability .

The EMT program currently offers 40 courses, of which only 11 are taught by full-time faculty. In 2023, the program maintained a much stronger ratio of 52%; however, that progress was reversed when one full-time faculty member was promoted to dean and the position was not backfilled. As a result, the program's ratio declined significantly. Existing full-time faculty are now working overtime, and most adjuncts are carrying near-maximal loads, which underscores the urgent need for an additional full-time faculty member. At present, the program operates with only four full-time faculty—a level insufficient to meet instructional demand, align with the intent of AB 1725, or sustain the quality, continuity, and student support essential to program success **(Goal 1, Objective 1.3)**.

An additional complication in hiring is the current minimum qualification requirement, which specifies that full-time faculty must be paramedics in order to teach across both the EMT and Paramedic programs. This significantly reduces the pool of eligible candidates. Adjusting the qualifications to allow for the hire of one full-time EMT faculty member would relieve the excessive workload currently placed on existing staff. Furthermore, there is more than enough instructional demand within the EMT program alone to justify and fully support a dedicated full-time EMT faculty member.

iv) The WSCH/FTEF ratio is a measure of instructional productivity, with 525 considered the statewide standard for efficiency. Crafton Hills College's overall ratio is 434, which falls below this benchmark and indicates smaller class sizes and lower-than-expected efficiency. In contrast, the EMT program maintains a WSCH/FTEF of 682, well above the norm. This demonstrates that EMT courses are highly efficient, with strong enrollment demand and larger class sizes relative to faculty load. In effect, the EMT program not only meets but exceeds expectations for productivity and helps offset lower ratios in other areas of the college.

The FTES/FTEF ratio measures how many full-time equivalent students are generated per faculty load, with 17.5 FTES per FTEF considered the statewide efficiency standard. Crafton Hills College's current ratio is 14.46, or 82.6% of the standard, indicating the college overall is operating below the expected level of efficiency. In contrast, the EMT program achieves a ratio of 22.73, or 129.9% of the standard, demonstrating exceptionally strong productivity. This means that EMT faculty generate significantly more student enrollment per teaching load than the college average, highlighting the program's efficiency and its role in offsetting lower productivity in other areas of the institution.

6. Other Unit-Specific Quantitative and Qualitative Results

- 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. According to the California Region 9 snapshot, the Inland Empire (Riverside and San Bernardino Counties) is now majority Hispanic, with Hispanic/Latino residents making up roughly 52.5% of the regional population. White non-Hispanic residents account for about 29%, while Black and Asian populations are smaller, generally around 7% each, depending on locality. This regional profile serves as the broader community context for Crafton Hills College and its programs. **(See Attachment)**

According to CHC's Demographic Dashboard (2024), Crafton Hills College reflects the broader Inland Empire landscape, with a student body that is 55% Hispanic, 25% White, 5% Black, 7% Asian, and 6% identifying as two or more races. The EMT program closely mirrors these trends, with 60% Hispanic, 28% White, 5% Black, 1% Asian, and 6% two or more races. Compared to the regional community, both the college and the EMT program slightly over-represent Hispanic students while showing somewhat lower representation of White and Asian students. Overall, the EMT program is broadly representative of the surrounding community and demonstrates strong engagement with the region's largest and fastest-growing demographic group. Moving forward, the EMT program will continue attending outreach events at local high schools, while partnerships with OYA and other community partners, to recruit students from low-income households, which account for 30% of the regional population. **(See Attachment).** This will help further diversify the EMS student population. These efforts, along with the strategies outlined in **Q5**, are expected to improve completion and success rates among disproportionately impacted student groups.

Research has shown that over the past five years, both CHC and the EMT program have experienced a decline in White student enrollment, with the college dropping from 31% in 2020 to 25% in 2024, and the EMT program from 34% to 28% over the same period. During this time, the Hispanic population increased from 50% to 55% collegewide, while EMT Hispanic enrollment grew from 52% to 60%. Other demographic groups have remained relatively stable.

B. Another disproportionately impacted group within our program is the female student body. At Crafton Hills College overall, female students represent approximately 56% of the student population in 2024. However, in contrast, female students make up only about 20% of the EMS/EMT program during the same year, which is also lower than the national average of 30%. This disparity reflects a longstanding trend in the fire and EMS professions, which have historically been male-dominated career fields.

C. Recognizing this imbalance, both the EMS and Fire Academy programs have worked collaboratively to increase female representation. Outreach initiatives are intentionally designed to attract and inspire

more women to pursue these career paths. For example, our programs have hosted tours for local Girl Scout troops, providing early exposure to emergency services and hands-on demonstrations that spark interest in EMS and fire careers. The programs also invite female guest speakers—including EMTs, paramedics, and firefighters, who share their personal experiences and pathways into these fields, offering students visible role models who reflect their potential future selves.

Additionally, faculty and staff consistently represent the programs at community college and career fairs, where they promote EMS and fire service as viable, rewarding career options for students of all genders. Our messaging emphasizes not only the technical skills required, but also the leadership, teamwork, and service to the community that resonate strongly with female students considering nontraditional fields. Looking ahead, we plan to build stronger partnerships with local high schools, youth organizations, and community groups to further reduce barriers, increase awareness, and support women entering EMS and fire service programs. One of our full-time female faculty members recently became a part of Redlands High School's Heart Academy, where she can mentor high school sophomores who are interested in these career paths

Until recently, our program benefited from having a dedicated counselor who specialized in EMS career pathways. This counselor played a critical role in supporting students by aligning their educational plans with long-term career goals, offering guidance on prerequisites, transfer options, certification processes, and employment opportunities. Her retirement has left a significant void in student support services.

The absence of a program-specific counselor is felt most strongly by disproportionately impacted student groups, including women and students from historically underrepresented ethnic backgrounds. A dedicated counselor not only improves navigation of complex academic requirements but also provides culturally responsive guidance, mentorship, and advocacy. This type of targeted support will hopefully lead to higher retention, persistence, and completion rates in programs that traditionally see high attrition.

Restoring a dedicated counselor for EMS would therefore be a meaningful step in closing equity gaps and advancing student success. Counselors with expertise in specialized career pathways are uniquely positioned to:

- Help students plan coursework that aligns with certification, licensure, and transfer requirements.
- Provide tailored guidance to women and underrepresented students considering nontraditional fields, helping to overcome barriers and increase diversity in EMS.
- Collaborate with faculty on outreach, recruitment, and retention strategies that directly target equity populations.

By reinstating a dedicated counselor, the program can strengthen both educational outcomes and career readiness, while ensuring equitable support for all students (**Goal 2, Objective 2.3**).

Another ongoing partnership that directly supports equity efforts is our collaboration with the Crafton Hills College Foundation. In previous cycles, the Foundation has generously provided scholarships to cover licensing and certification fees, which often present a significant financial barrier for students. These costs, such as the National Registry of EMT exam fee, state certification fees, and required background checks, can be especially prohibitive for students from lower socioeconomic backgrounds.

Without financial assistance, some students struggle to complete the final steps required to enter the workforce, despite having successfully completed all coursework and clinical requirements.

By offsetting these expenses, the Foundation has played a crucial role in ensuring that students are not prevented from achieving licensure due to financial hardship. This support is particularly impactful for disproportionately impacted groups, including first-generation college students, students of color, and women entering nontraditional fields.

Looking ahead, the program is eager to continue and expand this partnership in the next program cycle. Collaborating with the Foundation to secure ongoing funding for scholarships will not only reduce equity gaps but also directly contribute to higher completion, certification, and job placement rates within our EMS program.

7. Evaluation

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

• **Alternative Modes and Schedules of Delivery**

Going well: The addition of two new sections—one on Friday and one offsite at the EDCT building on Tuesdays has increased access and flexibility for students.

Challenges: Student demand continues to exceed availability, and the current schedule does not fully meet the diverse needs of learners.

Why: Offering a Tuesday/Thursday daytime section, in addition to the existing Tuesday/Thursday evening option, would provide more equitable choices for students who may have work or family obligations at night (**Goal 1, Objective 1.3**).

• **Partnerships (Internal and External)**

Going well: Longstanding partnerships with AMR and CalFire remain strong and continue to provide high-quality field experiences.

Challenges: Current clinical options are limited, and mental health support for students has not yet been

integrated into the program.

Why: Building a partnership with Health and Wellness, particularly with Amanda Smith, to embed mental health awareness and coping strategies is essential. Starting in the lab and expanding to a half-unit course would support resilience and retention. Reestablishing a broader range of clinical partners would also diversify learning opportunities.

- **Innovation and Implementation of Best Practices**

Going well: Extending the term length for corequisites and allowing one retest for written exams has significantly improved student success and completion rates.

Evidence: NREMT pass rates increased from 85% (2021–2024 average) to 92% in 2024, just below the state average of 94% **(See Attachment)**

Why: These practices better align with student learning needs and reduce attrition by offering structured but supportive remediation opportunities.

- **Efficiency in Resource Use**

Going well: Despite growth, the program has maximized current resources to sustain operations across expanded sections.

Challenges: Equipment and supplies were originally allocated for four sections and have not increased alongside enrollment growth **(Goal 1, Objective 1.1 & 1.2)**

Why: Without additional funding or dedicated resource allocation, program quality risks being compromised as more students share limited supplies.

- **Staffing**

Going well: Doubling the pay rate for professional experts (Skills Instructors) has successfully revitalized participation and improved lab instruction quality.

Challenges: Full-time and part-time faculty workloads are maxed out, with full-time faculty already exceeding overtime limits and most part-time faculty at their maximum workload **(Goal 1, Objective 1.3)**

Why: Faculty burnout and lack of available teaching capacity underscore the urgent need for an additional full-time faculty member to backfill leadership gaps created by the promotion of the program director to associate dean. Further expansion into the mountain region with the current staffing will put further strain on resources.

- **Participation in Shared Governance**

Going well: Monthly program meetings allow all staff to share concerns, receive updates, and contribute to decision-making.

Why: This proactive communication structure enables real-time adjustments, improving responsiveness and overall program cohesion compared to waiting until the end of the term.

- **Professional Development and Training**

Going well: Offering a temporary EMS instructor course helped expand the part-time faculty pool.

Challenges: The course is no longer offered, limiting the long-term sustainability of the adjunct pool.

Why: Reestablishing this course would provide a pipeline of qualified instructors, ensuring readiness for future expansion and mitigating current staffing limitations.

- **Compliance with applicable mandates**

Going well: All instructors are documenting student skills in Fisdap, which provides verifiable proof of skills competency for our accrediting body. This has strengthened accountability and created a reliable record for accreditation reviews. The program has adopted a standardized final exam process: faculty retain academic freedom to design their own exam, but must select questions from a preapproved test bank. This ensures exams are equitable and consistent across sections while still allowing flexibility for instructors.

8. Vision

- 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.).
- 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 Crafton Hills College EMT/EMS program is uniquely positioned to shape the future of emergency medical services education by combining academic rigor, hands-on training, and community partnerships. In developing a vision for the program, three key themes emerge that reflect both our current strengths and our aspirations for growth. First, our program must remain **student and community-centered**, producing graduates who are highly skilled, compassionate, and responsive to the diverse needs of the communities they serve. Second, we must be committed to **equity and workforce development**, ensuring that students from all backgrounds have clear, supported pathways into EMS and fire careers. Finally, our vision must focus on **transformational impact**, inspiring the next generation of professionals through innovation, leadership, and partnerships that elevate the standards of care in our field. Together, these three options provide a framework for articulating where our program is headed and how we can continue to lead in preparing the EMS workforce of tomorrow.

- **Student & Community Centered**

At the core of the EMT/EMS program is a commitment to students and the communities they will serve. Our vision emphasizes the development of graduates who are not only technically proficient but also compassionate, adaptable, and culturally responsive. Emergency medical professionals operate in high-stakes, emotionally charged situations, and the ability to demonstrate empathy and professionalism is as essential as clinical skill. By integrating classroom instruction with extensive hands-on practice, ride-alongs, and simulation-based training, the program ensures that students graduate fully prepared to provide high-quality care. This student- and community-centered approach positions Crafton Hills as a leader in producing well-rounded professionals who improve community health, safety, and resilience.

- **Equity & Workforce Focused**

The EMS profession is both rapidly evolving and historically underrepresented by women and students from diverse ethnic and socioeconomic backgrounds. Our vision includes a deliberate effort to close these equity gaps while addressing critical workforce shortages in the Inland Empire and beyond. Through targeted outreach, mentorship, and partnerships with K-12 schools, community groups, and the Crafton Hills College Foundation, the program seeks to lower barriers that prevent students from entering or completing EMS training. Financial assistance for licensure, career counseling tailored to EMS pathways (**Goal 2, Objective 2.3**), and culturally responsive instruction are all tools to ensure student success. By creating clear, supportive pathways into EMS careers, the program builds a workforce that reflects the communities it serves, ensuring greater cultural competence, stronger patient trust, and long-term sustainability of the profession.

- **Transformational Impact**

The EMT/EMS program envisions itself as more than a training ground for technical skills; it aspires to be a catalyst for transformation. For students, the program is a life-changing gateway into meaningful careers that allow them to serve others and achieve personal growth. For the community, it produces highly qualified professionals who raise the standard of emergency care and public safety. To achieve this, the program embraces innovation, leveraging state-of-the-art simulation labs, scenario-based learning, and interdisciplinary training with fire, nursing, and public safety programs. Strong partnerships with local EMS agencies, hospitals, and fire departments enhance real-world experience and create direct pipelines to employment. In this vision, every graduate is not only equipped to save lives but also to lead with integrity, resilience, and a deep commitment to community service.

B. The EMT/EMS program vision aligns seamlessly with the broader vision of Crafton Hills College, which 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.” At its core, the EMT/EMS program seeks to empower students by providing rigorous, hands-on training that prepares them for meaningful and high-demand careers in emergency medical services. This reflects the college’s commitment to **education** as a transformative pathway for individual growth and community impact.

Through partnerships with local EMS agencies, hospitals, fire departments, and community organizations, the program models engagement, connecting students directly with the communities they will serve. These collaborations not only provide real-world learning opportunities but also strengthen community health and safety, directly supporting Crafton’s vision of **empowering** the wider region.

Finally, the EMT/EMS program embraces **innovation** by integrating state-of-the-art simulation technology, scenario-based learning, and equity-driven outreach to underrepresented student populations. By innovating both in pedagogy and in access strategies, the program ensures that all students, regardless of background, are supported in achieving their educational and career goals.

In these ways, the EMT/EMS program vision does more than complement the college’s vision; it actively brings it to life by empowering students, faculty, and the community through education, engagement, and innovation in emergency medical services.

9. Progress on Prior Goals

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

- **1 - Goal - To advance student outcomes and pathways to employment of the Emergency Medical Services (EMS) Basic Life Support (BLS) unit as an integral Career Technical Education (CTE) component of Crafton Hills College**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Support the EMS-BLS program director with increase reassigned time from 02. to 0.4.**

The ability to provide the leadership, management, and program administration requires additional reassigned time. Data has been provided as attachment #4 showing the effectiveness of the program. There are institutional support programs that have more reassigned time than what is being requested or an instructional program. The EMS-BLS program director is responsible for student and program success levels beyond simply administrative support. A list of the current instructional faculty with reassigned time is included as attachment # 5.

Priority Rank: 1

Original Start Date: 07/01/2018 **Original End Date:** 07/01/2025

Revised Start Date: 07/01/2018 **Revised End Date:** 07/01/2025

Responsible Person: BLS Program Director

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Status Code: Objective was Removed

Progress Description:

The EMT Program Director position is better suited for a manager (Dean) rather than a faculty member because it requires administrative authority and oversight beyond the instructional scope of faculty. The role involves managing budgets, staffing, regulatory compliance, and clinical partnerships—all requiring decision-making power, institutional accountability, and coordination across departments and external agencies. A dean is positioned to handle contracts, reporting, and strategic planning while ensuring compliance with Title 22, NREMT, and accreditation standards. Placing the position under a manager also avoids conflicts of interest, supports consistent program operations, and aligns the program's direction with college-wide goals and resource management.

Resource Requests:

- **1.1.r1 - EMS-BLS Program Director**
Description

Modify the reassigned time for the EMS-BLS Program director by increasing the reassigned time from 0.2 to 0.4 load.

Rationale

To be able to provide the leadership, administrative support, and required management functions of the current program as well as the expanding offerings, additional time for 8 hours per week to 16 hours per week is necessary. Current program comparative data with other similar is attached.

Resource Type: Ongoing

Expenditure Category: Reassigned Time (1102)

Funded: No

Funding Source:

First Year Cost/Savings: \$20,000.00/\$0.00

Second Year Cost/Savings: \$20,000.00/\$0.00

Third Year Cost/Savings: \$20,000.00/\$0.00

- **1.2 - Objective - Create and fully implement qualitative and quantitative evaluation tools for each of the EMS-BLS programs and services.**

Priority Rank: 5

Original Start Date: 07/01/2018 **Original End Date:** 07/01/2025

Revised Start Date: 07/01/2018 **Revised End Date:** 07/01/2025

Responsible Person: EMS-BLS Program Director

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Status Code: Objective was Removed

Progress Description:

This work was halted and never revisited when the previous program director left the program in 2024 and that work has not been continued. The program's changes to course delivery and assessment evaluations have shown a drastic improvement in completion and success rates. Focus moving forward will be evaluating and improving the number of students who take NREMT.

Resource Requests:

- **1.2.r1 - EMS-BLS Program Director**
Description

Funding stream to hire consultant / professional worker to document and prepare documents for evaluation. These documents begin the formal process of each of the summative evaluations.

Rationale

The EMS-BLS students success is dependent on wide-viewed and multiple sources of information. Having technical assistance to prepare and enter data streams are essential.

Resource Type: One-time

Expenditure Category: Class Employee - Consultant (2384)

Funded: No

Funding Source: NA

First Year Cost/Savings: \$4,000.00/\$0.00

- o **1.3 - Objective - Identify consistent and increased funding for professional experts training, program orientation, and instructional updates**

Priority Rank: 2

Original Start Date: 07/01/2018 **Original End Date:** 07/01/2025

Revised Start Date: 07/01/2018 **Revised End Date:** 07/01/2025

Responsible Person: EMS-BLS Program Director

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Resource Requests:

- **1.3.r1 - EMS-BLS Program Director Description**

Have funds available for professional training. This training includes professional updates and required training. Also have the funds necessary to attend professional conferences and pull together information and materials to provide updates to the professional experts.

Rationale

To maintain professional and technical currency.

Resource Type: One-time

Expenditure Category: Conference and Travel (5200)

Funded: No

Funding Source:

First Year Cost/Savings: \$9,000.00/\$0.00

Actions/Activities:

■ 1.3.a1 - EMS-BLS Program Director

These funds will be used continue required professional training sequences and enhance specialized topics. An example of how these funds will be used is how the funds were expended from the funds 2017 - 2018. These funds were used to provide Designated Infection Control Officer training for the field liaison. This training helps insure the student safety and that the students have the most current understanding of infectious diseases and pathogenic processes.

Start Date: 07/01/2018 **End Date:** 06/30/2019

Responsible Person: EMS-BLS Program Director

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.4 - Objective - Implement a reliable and standardized process for the EMS-BLS programs equipment purchase, maintenance, and replacement.**

Priority Rank: 3

Original Start Date: 07/01/2018 **Original End Date:** 07/01/2025

Revised Start Date: 07/01/2018 **Revised End Date:** 07/01/2025

Responsible Person: EMS Lab Technician

Strategic Direction :

- 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Resource Requests:

■ 1.4.r1 - EMS Lab Technician Description

Use a developed list of supplies in an order or priority (attached) as the matrix for item and materials that may need to be purchased or replaced without warning during the year.

Rationale

There are issues that surface during the regular academic processes that cannot be pre-determined. This essential programed allocation is intended to cover those costs.

Resource Type: Ongoing

Expenditure Category: Instructional Supplies (4300)

Funded: No

Funding Source:

First Year Cost/Savings: \$6,000.00/\$0.00

Actions/Activities:

- **1.4.a1 - EMS Lab Technician**

Use an program approved equipment replacement list for replacement or repair. This list should as well develop into a on-going and transferable process.

Start Date: 07/01/2018 **End Date:** 01/05/2019

Responsible Person: EMS Technician

Status Code: -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.5 - Objective - Identify and strengthen the communications processes between technical, instructional, advisory committee and the administrative needs of the EMS-BLS programs and services.**

Priority Rank: 6

Original Start Date: 07/01/2018 **Original End Date:** 07/01/2020

Revised Start Date: 07/01/2018 **Revised End Date:** 07/01/2020

Responsible Person: EMS-BLS Program Director

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Status Code: -- Pick One --

Progress Description:

Resource Requests:

- **1.5.r1 - EMS-BLS Program Director Description**

Have the funds necessary for luncheon and supplies for advisory committee and formal meetings. This objective is designed to begin the formal pathway discussions and identify highly specific processes. For example, mirror the canvas shell used for communications between the EMS-BLS faculty.

Rationale

Consistent and reliable communications are essential for the EMS-BLS program overall organization and the multiple levels of college and external involvement. Each of the faculty and staff serve on committees and various input groups. This information needs formal distribution patterns that are established, documented, reliable, and well known universally.

Resource Type: One-time

Expenditure Category: Food Supplies (4700)

Funded: No

Funding Source:**First Year Cost/Savings:** \$5,000.00/\$0.00■ **1.5.r2 - EMS-BLS Program Director****Description**

Discuss with all participant groups the possible communications structures available and those most likely to produce highly reliable and timely multidimensional/ multi-directional flow.

Rationale

Reliable and consistent communications is essential to a rapidly changing discipline.

Resource Type: Ongoing**Expenditure Category:** Reassigned Time (1102)**Funded:** No**Funding Source:**• **2 - Goal - Student Support Services****Priority Rank:** 2**Objectives:**

- **2.1 - Objective - Provide students with extra instructional time outside of the assigned classroom hours for skills and curriculum remediation and review. Students will meet with an EMS academic professional to review and remediate on topics and skills sessions covered in previous classes. This level of student support will help strengthen skill performance for the field setting and increase/ optimize student success in the course. This objective was established based on student feedback gathered with the EMT course survey.**

Priority Rank: 4**Original Start Date:** 01/18/2022 **Original End Date:** 01/15/2025**Revised Start Date:** 01/18/2022 **Revised End Date:** 01/15/2025**Responsible Person:** Program Director**Strategic Direction :** 3. Increase Student Success and Equity**Impact Type:** Department**Institutional Learning Outcome:** -- Pick One --**Resource Requests:**■ **2.1.r1 - EMS_BLS Program Director****Description**

Have the funds and staffing necessary to conduct student support session for students in the EMT program. This student contact is designed to provide students with focused skills and curriculum time to further expand understanding and physical manipulation of BLS equipemnt. Comprehension of these items are essential for student

achievement during the Crafton course, for successful achievement of national registry, and employment.

Rationale

Based on research conducted in the EMT discipline, student feedback has strongly suggested greater confidence and outcomes when students were provided with additional times to discuss topics with instructors and practice skills. The below question indicates a cost savings for the course, and we should be looking at the increase in student retention (decrease in attrition) we would achieve as part of the success of implementing this concept into the EMT program.

Resource Type: Ongoing

Expenditure Category: Instr Hourly/Work Experience (1304)

Funded: Yes

Funding Source: Categorical SWF

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

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

Third Year Cost/Savings: \$6,000.00/\$0.00

Actions/Activities:

▪ **2.1.a1 - Professional Experts**

Hire professional experts to conduct the student support session with students on a weekly basis. This support will be provided to a ratio of 1 instructor to 8 students. The national standard for EMS training is 1:10 but within advisory and faculty discussions the consensus that 10 students was too many to gain understanding and appropriate practice. The department would look to employ as many as four additional Professional Experts in order to have the staff available to conduct the support sessions on campus.

Start Date: 01/18/2022 **End Date:** 05/19/2025

Responsible Person: Program Director

Status Code: Work is Completed and Ongoing

Progress Description:

In 2024, we had two professional experts providing student support 2 days a week. In 2025, one professional expert has been available 3 to 4 days a week with a strong turnout each session.

Measurements/Documentation of Progress:

See Completion, Success and NREMT pass rates in the attachments for 2024.

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

NOTE: Beginning in Fall 2024, prior-year goals, objectives, and resource requests will not be copied over to the current-year plan. Writers are required to manually enter goals, objectives, and any applicable resource requests.

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 - 3. Increase Student Success and Equity**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Purchase the necessary equipment to support the expansion of two additional sections that has occurred over the last year and potential expansion in the mountain region (Q3A)(Q5i)(Q7).**

Priority Rank: 1

Start Date: 07/01/2026 **End Date:** 07/01/2029

Responsible Person: Craig Eilander

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

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **1.1.r1 - EMS Program Lab Equipment**

Description

The program needs a one-time purchase of lab equipment to support the expansion of our off-site campus at Del Rosa this past year, and the purchase of equipment to support the expansion into the mountain region when the center is built.

Rationale

Over the past academic year, the EMS program has experienced significant growth, expanding from four instructional sections to six, with plans to add a seventh section in the near future. The seventh section is planned for a new instructional site in Big Bear, which aligns with Crafton Hills College's commitment to expanding access to high-quality EMS education across the region.

The current inventory of EMS equipment was originally allocated to support four on-campus sections. The available resources have been stretched thin with the expansion to six sections, including one offsite at the Del Rosa campus. To support instruction at Del Rosa, equipment from the main campus had to be physically transported, resulting in a reduced supply of critical training materials for the on-campus sections.

As the program continues to grow to seven sections, including a new off-site location in Big Bear, the need for additional equipment is essential. Purchasing dedicated sets of equipment for each off-campus facility at Del Rosa, and potentially Big Bear, will:

- Ensure equitable access to training resources across all instructional sites.
- Eliminate the logistical challenges and instructional disruptions caused by transporting shared equipment.
- Maintain the quality and consistency of hands-on EMS training for all students, regardless of location.
- Support program expansion goals and alignment with Title 22 and NREMT psychomotor competency requirements.

This investment will allow the EMS program to operate efficiently across multiple sites, sustain program quality, and continue to meet workforce demands in the region.

(See Attachment for breakdown of equipment)

One quote is for one gurney. We will need 2 gurneys at each location

The other quote is for the purchase of equipment at one school site.

The first year cost will cover the equipment at Del Rosa. The 2nd year will cover the purchase of equipment in the mountains.

Resource Type: One-time

Expenditure Category: Instructional Supplies (4300)

First Year Cost/Savings: \$89,474.00/\$0.00

Second Year Cost/Savings: \$89,474.00/\$0.00

- **1.2 - Objective - Increase the yearly equipment budget to support the expansion of two additional sections over the past year, as well as the potential expansion in the mountain region (Q3A)(Q7)**

Priority Rank: 2

Start Date: 01/01/2026 **End Date:** 07/01/2029

Responsible Person: Craig Eilander

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

Impact Type: Division

Institutional Learning Outcome: Not Applicable

Resource Requests:

■ **1.2.r1 - Increase funding for consumable equipment**
Description

Increase funding for consumable equipment that will support the expansion of the EMS program

Rationale

The EMS program has expanded from four instructional sections to six, with plans to add a seventh section in the upcoming academic year at a new instructional site in Big Bear. While our annual operating budget for perishable equipment and consumable supplies was originally allocated to support four sections, this recent and planned growth has significantly increased the demand for essential training materials.

Perishable items, including gloves, disposable lab supplies, cleaning and disinfecting products, N95 masks, oxygen delivery devices, airway adjuncts, simulation consumables, and other single-use items, are critical to ensuring compliance with safety, infection control, and Title 22 requirements. These supplies are used daily in lab scenarios and skills practice and cannot be reused or shared across sections.

As the number of sections increases, so does the volume of perishable supplies required to support hands-on training. This year, we have already seen the impact of stretching limited resources across six sections, including one offsite at the Del Rosa campus. The addition of a seventh section in Big Bear will further strain the current budget if it remains at the original allocation level.

Increasing the perishable equipment budget will:

- Ensure each section has adequate supplies to meet safety and instructional standards.
- Maintain compliance with infection control and regulatory requirements.
- Eliminate the need to ration or shift supplies between campuses.
- Support consistent, high-quality training experiences for all students.

This investment is essential to sustain the program's growth, maintain instructional quality, and support student success across all sites.

The first year cost will cover two sections created this past year. The second year cost will encompass the potential 7th section in the mountains:

(See the attachment with the quote for consumable supplies.)

Resource Type: Ongoing

Expenditure Category: Instructional Supplies (4300)

First Year Cost/Savings: \$4,310.00/\$0.00

Second Year Cost/Savings: \$6,465.00/\$0.00

Third Year Cost/Savings: \$6,465.00/\$0.00

○ **1.3 - Objective - Create a Full-Time Faculty Position for the EMT Program (Q2C)(Q5iii)(Q7)**

Priority Rank: 3

Start Date: 07/01/2026 **End Date:** 07/01/2029

Responsible Person: Amanda Ward

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

Impact Type: Division

Institutional Learning Outcome: Not Applicable

○ **1.4 - Objective - PLO training and mapping (Q4B)(Q4C)**

Priority Rank: 6

Start Date: 07/01/2026 **End Date:** 07/01/2029

Responsible Person: John Grounds

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

Impact Type: Department

Institutional Learning Outcome: 5. Information Literacy

Actions/Activities:

▪ **1.4.a1 - PLO Training and Mapping**

- Host a structured professional development session to introduce all EMS/EMT faculty to the newly revised Program Learning Outcomes (PLOs), including their purpose, language, and alignment with program goals.
- Facilitate a hands-on workshop where faculty collaboratively review their course-level SLOs and map them to the appropriate revised PLOs to ensure alignment across the program.
- Submit finalized SLO-to-PLO alignment documents to the Research team for integration into the SLO Cloud system and verify data accuracy to support program-level assessment and reporting.

Start Date: 07/01/2026 **End Date:** 07/01/2029

Responsible Person: John Grounds

• **2 - Goal - 5. Foster and Support Inquiry, Accountability, and Campus Sustainability**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Establish CHC as a Certified NREMT Testing Center (Q3E)**

Priority Rank: 4

Start Date: 01/01/2026 **End Date:** 07/01/2029

Responsible Person: Amanda Ward

Strategic Direction (Goal):

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Division

Institutional Learning Outcome: Not Applicable

- **2.2 - Objective - Provide Chromebooks and Mobile Hotspots for Off-Campus Students (2C)**

Priority Rank: 5

Start Date: 01/01/2026 **End Date:** 07/01/2029

Responsible Person: Craig Eilander

Strategic Direction (Goal):

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Division

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **2.2.r1 - Purchase Chromebooks and Hotspots**

Description

Purchase of 5 Chromebooks and 5 hotspots for our students at Delrosa and potentially the mountain region.

Rationale

As the EMS program continues to expand instructional offerings beyond the main campus, including the current offsite section at Del Rosa and the planned new section in Big Bear. It is critical to ensure that students at these locations have equitable access to the same support services and instructional tools as those attending on campus.

A key barrier for many off-site students is the lack of reliable technology and internet access. This limits their ability to fully engage with course materials, access learning management systems, complete online assignments, and utilize campus-based student support services. To address this, the EMS program is requesting the purchase of five Chromebooks and five mobile hotspots dedicated to students at the Del Rosa and Big Bear instructional sites.

Providing this technology will:

- Eliminate the transportation barrier of traveling to the Crafton Hills College main campus to access computer labs and Wi-Fi.

- Ensure offsite students have equal access to online course content, simulations, and digital testing platforms.
- Support student success and retention by removing equity gaps caused by technology access issues.
- Align with Crafton's mission to provide equitable educational opportunities to students in diverse regions, including rural and mountain communities.

This investment will create a more inclusive learning environment and allow the EMS program to deliver the same high-quality education and support services to all students, regardless of location.

(See attachment for a quote of the cost from our IT department.)

The first year cost is for 5 Chromebooks and 5 Hotspots.

Resource Type: One-time

Expenditure Category:

Computer & Information Technology Equipment (6420)

First Year Cost/Savings: \$3,227.00/\$0.00

- **2.3 - Objective - Assign a dedicated counselor to the EMS program (Q2A) (Q6C)**

Priority Rank: 7

Start Date: 07/01/2026 **End Date:** 07/01/2029

Responsible Person: Amanda Ward

Strategic Direction (Goal):

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Department

Institutional Learning Outcome: Not Applicable

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.

- [EMT program approximate cost per section.xlsx](#)
- [COE Labor Market Data.pdf](#)
- [PQQF106.pdf](#)
- [OCPSC-2025Snapshots-043025-Region9.pdf](#)
- [NREMT EMT Pass rates 2024-2025.png](#)
- [Crafton Hills College - \(5 devices, 12 months\) 10-20-25 Quote.pdf](#)
- [quote \(32\).pdf](#)
- [NREMT EMT Pass rates 2021-2024.png](#)
- [QUAD-255290-2407287.pdf](#)

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