PROGRAM NAME: **Emergency Medical Technology**

0.0 Brief Program Description

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| The Oxnard College Emergency Medical Technician course is the cornerstone of Emergency Medical Services training that prepares the student to enter the pre-hospital medical field. Upon completion of the rigorous 184 hour course the students will receive a "Proficiency Award"/"Course Completion Record" which will allow them to take the National Registry Exam and apply for their state EMT license.  EMT can be used "stand alone" course. However completing the course can be used towards an AS Degree in Fire Technology, and students entering the Ventura or Moorpark nursing program can use the EMT course towards admission points.  Additionally, the EMT certification is a prerequisite applying for the Oxnard College Fire Academy or Paramedic Program at Ventura College. The EMT program at Oxnard College provides many occupational pathways for students including working for an ambulance company, being a firefighter, a lifeguard, working in law enforcement and working in healthcare. |

**1.0 Key Indicators**

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| *Overall Indicators* | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Percentage Change from **Fall** 2014 |
| **Enrollment** (head count) | 118 | 112 | 124 | 109 | - 7.63 % |
| **FTES** | 34.6 | 32.1 | 35.8 | 32.1 | - 7.14 % |
| **Productivity** (WSCH/FTEF) | 414.4 | 384.8 | 405.9 | 381.9 | - 7.83 % |
| Course **Retention** Rate | 91.5 | 83.0 | 83.9 | 91.7 | 0.24 % |
| Course **Success** Rate | 90.7 | 80.4 | 79.0 | 89.9 | - 0.85 % |

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| *Overall Indicators* | Spring 2015 | Spring 2016 | Spring 2017 | Spring 2018 | Percentage Change from **Spring** 2015 |
| **Enrollment** (head count) | 121 | 119 | 112 | 129 | 6.61 % |
| **FTES** | 33.8 | 33.9 | 32.5 | 37.4 | 10.51 % |
| **Productivity** (WSCH/FTEF) | 405.6 | 403.7 | 387.1 | 444.9 | 9.69 % |
| Course **Retention** Rate | 89.2 | 85.7 | 83.9 | 86.0 | - 3.50 % |
| Course **Success** Rate | 89.2 | 83.2 | 81.3 | 86.0 | - 3.59 % |

2.1 FTES and Enrollment  
 Identify, analyze, and explain FTES and enrollment trends for the last three years.

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| EMT enrollment remains fairly consistent for the last three years with slight increase in spring and decrease in the fall. We are limited by our cap of 25 which includes the EMT refresher course. At the beginning of each semester we are maxed at 125. At census the numbers drop slightly. This varies each semester. Early on some students realize they will not be able to pass the background check required for EMT certification and others drop due to not being prepared for the rigor of the course. FTES remains consistent as well. Over the past 3 years our FTES has averaged 34.01 percent. The EMT course is an 8 unit course which includes 24 hours of mandatory clinical hours. Overall both FTES and enrollment has maintained consistent despite the re-opening of Moorpark College’s EMT program 2 years ago. This is because of the industry/employee demand to replace Firefighters, Paramedics and Emergency Medical Technicians. |

2.2 Distance Education and Hybrid Classes

Identify, analyze and explain FTES and enrollment trends for distance education and

hybrid classes for the last three years.

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| Not Applicable |

2.3 Productivity (WSCH/FTEF)

Discuss any trends or changes in your productivity (WSCH/FTEF).

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| The EMT courses have maintained consistent Productivity over the last three years with a 401.4 of the 525 goal. This translated that the EMT program is approximately 77% of the goal. EMT courses will never meet the goal because of the capacity of the class and maintaining CA Title 22 requirements of the one instructor per 10 students during lab/skills. Currently we offer 4 EMT courses, an EMT refresher course and now an Emergency Medical Responder course. |

2.4 Course Retention

Discuss factors that may be affecting retention rates for your program.

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| The course retention over the last three years has had a slight increase from 83.9 to an 88.45. This is a very rigorous program that meets 10 hours in the classroom weekly. These hours do not include 24 hours of clinical rotations and 2 hours for NREMT skills testing. Each semester the students that drop the course realize that they are either not prepared for the rigor of the class nor the study skills necessary to be successful. Additionally, their results of their health exam and/or background will keep them from getting a license or completing their clinical requirements. |

2.5 Course Success

Analyze any trends in success rates. Include how your program uses the assessment of

CLSOs to improve course success rates.

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| The EMT Program success rates have an 83.31 percent average with an eight percent increase during 2017. There are many contributing factors to the slight increase:   1. Integration of Canvas LMS with the publisher on-line workbook 2. “Flipping the classroom” instruction 3. Instructional aides to include the purchase of simulated monitors, lung sound machine, airway management equipment, hydraulic wheeled stretcher 4. Tutoring students, early alert notification and encouraging marginal students to remediate the course prior to the drop date |

2.6 Basic Skills *(For ESL and Basic Skills only)*

Using the data from the Student Success Scorecard, outline plans for improvement in

progression from ESL and Basic Skills courses to transfer-level coursework in these areas.

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3.0 Student Learning Outcomes

3.1 Program Assessments

Examine your Program PSLO Performance Reports and discuss findings on how you

used assessment results to enhance your program over the last three years.

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| The EMT program’s student learning outcomes are mandated set by local, national standards and the never-ending changes to the CA state EMT regulations. All course level EMT SLO's have been assessed at a 100%. The instructors meet at the beginning and the end of each semester at to discuss ways to evaluate and implement changes to improve the program. From Fall of 2012 to Fall 2015 we went from 3 SLO's evaluated to now 10 SLO's corresponding to the new rigors of an 8 unit course.  Results from this 2015-2018 report find the following in the EMT Program:  Students in Institutional Exemplary Category - 22%  Students in Standard Performance Category - 52%  Students in Minimum Performance Category - 23%  Results demonstrate that the EMT course is an extremely difficult and arduous course. We have improved our course from delivery and evaluation of the EMT student. Educationally we have added the Canvas Learning Management along with the publisher's "My Brady Lab" online workbook to provide more access for students to obtain the knowledge Online from e text, quizzes, homework, study plans and multi-media. And recently, added an advisory/prep course to Emergency Medical Responder to better prepare for the rigors of the EMT course and meet the requisite of having a BLS CPR card. |

3.2 Summarize Your Program Improvement Plans

What changes have you made as a result of SLO dialogue?

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| Course Student Learning Outcomes:  1. EXPLAIN THE ROLES AND RESPONSIBILITIES OF THE EMT. 2. PROVIDE PROPER PATIENT CARE BASED ON ASSESSMENT OF A MEDICAL OR TRAUMA PATIENT. 3. IDENTIFY BASIC HUMAN ANATOMY AND PHYSIOLOGY NEEDED TO PERFORM A PATIENT ASSESSMENT. 4. RECOGNIZE A PATIENT IN CARDIAC ARREST AND BE ABLE TO PERFORM CPR USING AN AED. 5. PERFORM VARIOUS METHODS OF LIFTING AND MOVING PATIENTS. 6. IDENTIFY AND MANAGE OB/GYN EMERGENCIES. 7. ANALYZE MUSCULOSKELETAL INJURIES, CONTROL BLEEDING, SPLINT FRACTURES AND TREAT FOR SHOCK. 8. TRIAGE AND TRANSPORT PATIENTS ON MAJOR DISASTERS AND OTHER HAZARDOUS EMERGENCIES. 9. IDENTIFY AND MANAGE OVERDOSE AND ANAPHYLAXIS EMERGENCIES. 10. PERFORM FINGER STICK BLOOD GLUCOSE TESTING.  The EMT Course Student learning Outcomes were changed to meet the new CA Title 22 requirements. This included SLO 8, 9 & 10.  8. Includes 4 hours of Terrorism Tactical Care Training.  CSLOS:  9. Includes an expanded EMT scope- administering nasal Naloxone to Heroin patients and administering Epinephrine to severe allergic reactions.  10. Obtain blood glucose testing to assist in administering oral glucose to Hypoglycemic patients. |
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3.3 Based on your dialogue regarding SLO assessment results, how do you plan to improve

your instructional strategies or assessments? Are resources needed to better implement

your plans?

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| We plan to improve our instructional strategies by "flipping the classroom", to have the students complete their chapter assignments prior to attending the associated lectures which will allow more time to practice skills and scenarios. Additionally, have an orientation prior to the first day of class to register them in the online publisher lab and train them on the college LMS (Canvas) system. We will continue to utilize the On line-stream videos that meet ADA compliance. Secondly, we plan to modify our SLO assessments to measure the better the strengths & weakness. Also, we like to research into the test-prep companies to help measure the students’ performance on written and practical exams. To assist in the implementation a full-time lab technician. |

4.0 Curriculum and Program Success

4.1 What plans does your program have for curriculum revision and development?

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| Continue to implement an advisory/prep course “Emergency Medical Responder”. This will not only prepare students for the rigor of the EMT class plus complete the CPR requisite in the EMR course. The EMR course is not a prerequisite for EMT but it is highly encouraged especially for the young unprepared student and is a minimum requisite for the Lifeguard and Wildland Fire Academy. Will continue to use the online “My Brady Lab workbook” to reinforce and supplement the reading to assess students throughout the semester. Continue to demonstrate proper patient assessments and place students in more scenario based situations. The EMT curriculum was updated in 2014 to meet the current Department of Transportation curriculum for EMT. This curriculum is required by the State of California EMS Title 22 and Ventura County. Updates to EMT and EMR occur when mandated state/county requirements change. And recently (January 2016), the EMT Refresher curriculum was updated to meet the current Department of Transportation and CA Title 22 curriculum for EMT Refresher. Also a hybrid EMT course has been discussed to meet the increase hours and the part time student. |

**4.2 In what ways could other areas of the college be important to your program for increasing**

**program success?**

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| Hire a full time Instructional Lab Technician. We are in constant need of skills assistants and help with our EMT skills lab and updating our ambulance to meet our needs and to be in compliance with CA Title 22 regulations (to have one instructor to 10 students). Continue the allot funds to purchase teaching aids, industry standard medical equipment and supplies. Another area the college could increase financial aid programs from Oxnard College Foundation or Strong Workforce to assist students cost of the course/program ( tuition, textbook, health exam, background checks, uniform, National Registry EMT skills and written exams and state licensing fees adding up to $1300.00 |

4.3 What degrees, certifications, or proficiency awards does your program offer broken down by

year? How many students completed a degree, certificate, or proficiency award in your

program area over the past three years? Comment on this data. Discuss any trends or

changes.

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| Over the past 3 years approximately 80 percent of the students who pass the written final exam with a minimum of 80% and pass the skills exam receive an EMT Course Completion Record Proficiency award. The students then must take a national exam at a Pearson testing center. Approximately 73%\* of the students successfully pass the NREMT exam which allows them to apply for their EMT license. Note: 4.5 students each semester do not take the skills testing to receive their "proficiency award"/Certificate of completion possibly due to costs and other personal reasons. 17.2% of students who obtain a course completion record do not take the National certification test. 15% of those enroll in nursing or another medical field, and 2.2% take the course for basic knowledge only.  January 2014 to January 2015 139 attempted the exam 71% passed the NREMT Exam  January 2015 to January 2016 127 attempted the exam 75% passed the NREMT Exam  January 2016 to January 2017 130 attempted the exam 80% passed the NREMT Exam  January 2017 to January 2018 120 attempted the exam 64% passed the NREMT Exam Note: \*36% (43) students still eligible to take the exam  EMT Program issues annually:  EMT  160 to 200 EMT Course Completion Certificates  30 to 50 EMT Refresher certificates  EMR  15-30 EMR Course Completion Certificates  15-30 BLS CPR Cards |

5.0 Resource Requests

5.1 If your program is requesting human resources (additional faculty and/or staff, expanded

schedule, embedded tutoring), present your rationale and any data for making these

requests. How does this request support the college mission, program plans, and student

success outcomes and SLO achievement?

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| EMT Lab Assistant (ILT)- We need a regular lab assistant 30 hours per week. CA approved EMT programs are mandated to have skills assistants (1 instructor per 10 students) under CA Title 22. It is hard to have consistency. All of our provisional skills assistants have other jobs and get mandated to work back at their ambulance, fire and hospital occupations.  INSTRUCTIONAL SUPPLIES- such as Body Substance Isolation supplies, CPR & airway management supplies, current online stream scenario videos, refilling of oxygen, dressing, bandaging, tourniquet & splinting material, chest seals, maintaining & purchasing” vital signs” equipment. We will need to purchase simulated Epi & Narcan drug administration training equipment ( syringes, needles, vitals & atomizers)  EQUIPMENT-Maintain & replace industry used manual and powered wheeled stretchers, maintain and replace CPR manikins, Hospital bed, replaces traction devices, outfitting the donated ambulance for simulations & drills.  Travel- to the annual EMS national, state & local conferences. |

5.2 If your program is requesting equipment, software, supplies, etc., how does this request

support your program plans and SLO achievement?

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| PLSO: Appropriately manage patient care relative to illness and injury in the pre-hospital setting. All CSLO's are mapped to this one Program SLO.  CSLO's  1. Students will explain the roles and responsibilities of the EMT.- Done through testing (cognitive) and skills testing (psychomotor)  2. Students will perform methods and procedures for lifting, moving and handling patients in order to minimize discomfort and prevent further injury.- demonstrating proper lifting and moving techniques using proper devices for trauma and medical patients.  3. Students will demonstrate the appropriate emergency care based on the assessment of a medical and trauma patient.  -Physically completing a primary and secondary assessment to determine a priority in transporting the patient to the proper facility. Done through testing (cognitive) and skills testing (psychomotor).  4. Student will know basic anatomy physiology needed to perform a patient assessment- Done through testing (cognitive) and skills testing (psychomotor)  5. Students will recognize the need for cardiopulmonary resuscitation (CPR) and demonstrate professional-level techniques.-Perform proper CPR techniques utilizing AED, airway management equipment and the “Smartman” manikin.  6. Students analyze musculoskelatal injuries, control bleeding, splint fractures and treat for shock.- Physically stabilize using splints and bleeding control equipment.  7. Student will identify and mange OB/GYN emergencies by recognizing patients having OB/GYN emergencies and performing childbirth delivery.  8. Student will triage and transport mass-casualty patients.- students perform triage assessment in mass casualty drills, prioritizing patients in real time.  9. Identify and manage overdose and anaphylaxis emergencies  10. Perform finger stick blood glucose testing  In addition to the many instructional supplies that we use each semester to meet the student outcomes ( bandages, gloves, PPE, infectious control items, fit test solution, storage containers, IV solutions, ECG leads/pads, backboards, stretchers, moulage, splints, BP equip, airway, etc) 8000.00 we are requesting:  Abdominal cavity mannequin - 700.00  CPR equipment for training - 1000.00  Close Caption videos - 1000.00  Medical Oxygen - 1000.00  Conferences & trade shows 5000.00  CPR Instructor Trainer 1000.00 |

5.3 Accountability

If you received resources as a result of a previous program review process, how have those resources contributed to outcomes achievement?

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| The instructional supplies and equipment that we use each semester to meet the student outcomes: Bleeding Control: bandages, gloves, PPE, infectious control items, storage containers, moulage kits, rigid, soft and flexible splints. We have added chest seals, hemostatic agents, the following the past three years.  Airway Management: Lung Simulator, suction unit, oxygen and airway management equipment - Instructors able to demonstrate the use of the equipment & teaching aids. The students practice in the use of the equipment and are tested in skills stations and scenario performance.  CPR & Cardiac Management: Smartman CPR computerized Adult & Baby manikin, Simulated Heart monitor/AED Defibrillator, ECG Pads and 12 lead patches - Most students are passing minimum 80% performance CPR pass rates on the adult and baby manikins and practice cardiac assessment scenarios..  Patient Assessment Tools: (B/P cuffs, stethoscopes, penlights, pulse oximeter, glucometer with lancets) Students learn to take vitals to prioritize patients in the lab and out on clinical sites.  Extrication Equipment: (backboards, c-collar, stair-chair, stretchers & blankets, pillows and other equipment industry used equipment) - The student practice skills in lifting & moving patients, packing medical and trauma patients, in the classroom, scenario drills & in the field at clinical sites. We added a hydraulic wheeled stretcher recently.  ALS Assist Interventions: IV therapy equipment, syringes, needles, normal saline vitals, nasal atomizers, injection trainers, biohazard containers and CPAP devices. Students will be tested on the recognizing a patient having medical condition and administering properly the simulated medication to a patient. This meets the new CA Title 22 mandated training  Clinical Equipment & Infection Control Supplies: Fit Testing equipment & solutions, N95/N100 Masks, Goggles, sanitizers, cleaning wipes, plastic bags, ANSI vests, ID badge equipment  Tactical Care: Triage tags/tape, tarps, vests, educational aides, personal protective equipment – This meets the new CA Title 22 mandated training |

6.0 Summary

6.1 Planning Summary

Discuss ways in which your program can improve. Explain how your program supports the mission statement: “Oxnard College is a learning-centered institution that embraces academic-excellence by providing multiple pathways to student success.”

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| Oxnard College Emergency Medical Technology Program can improve is to:   1. Offer Emergency Medical Responder course or Advanced First Aid & BLS CPR as a requisite prior to taking the EMT course. This will create a better prepared student. 2. Give an orientation prior to the first day of class to answer questions on costs, textbook/ online registration, background checks, health exams, uniforms etc. 3. Better train instructors in the use of the college LMS and utilizing publisher online lab workbook. 4. "Flipping the classroom" style teaching to allow more time for demonstrations, skills and scenarios. Also, offer a Hybrid EMT course to meet the needs of the full-time working student. 5. Hire a Full-Time Lab technician to provide more consistent instruction, maintained the equipment and lab. 6. Continue to improve cognitive (written) and psychomotor (Skills) testing to assist in learning and assessing students. 7. Attend annual workshops and conferences to stay up on the laws, "cutting edge" technology and future trends. |

6.2 Concluding Comments

Use this space to summarize and/or offer any other information or overview of your program, including effective and/or high impact practices recently implemented, outstanding achievements, and anything else that shows the trajectory of your program.

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| The OC EMT program meets the college mission by providing multiple pathways for the student. EMT students have several options with successful course completion. They can choose to work as a licensed EMT, apply to the Lifeguard Academy, apply for the Wildland or Fire Academy, work towards their Fire Technology Degree, or seek a career in healthcare. The EMT course is also a mandated path toward a career as a Paramedic.  The OC EMT program actively works to identify current and future student’s educational needs by meeting CA Title 22 and the Ventura County EMS Polices. As noted in the report we are now using High Fidelity training equipment and scenario based testing. These methods also encourage faculty to focus on quality instruction. We actively partner with the community by inviting ambulance companies to visit the classroom to give presentations, tour VC Sheriffs Air Unit and tour the VC Fire Communications Center. We share VCCCD contracts to clinical sites with Ventura and Moorpark Colleges. Also, Oxnard College, Ventura College and Moorpark College Health Centers work collaboratively to assist the EMT students with the required health exams.  The EMT program at Oxnard College had a slight drop with Enrollment, FTES, Productivity, Retention and Success Rates due to Moorpark College re-instating their EMT program after being inactive for the past 5 years. We continue to offer 4 sections of EMT and an EMT-Refresher every semester. The EMT course is a grueling course. We continue to change curriculum, skill assessment and written testing to meet the ever changing national, state and county new regulations. Recently we made modifications to the curriculum and student learning outcomes to meet CA Title 22 and Ventura County polices. Additionally, we have purchased two “High Fidelity” training equipment to meet the new state mandates and improve National Registry test score. This type of testing tends to be more difficult with the national average pass rates at only a 71 percent. Many of our students in the EMT course are unprepared for the rigor of the course. We have offered an advisory course, Emergency Medical Responder (EMR), the past two summers and this fall. But we have had low enrollment in this course. The students that have taken the EMR course have had higher success rates in the passing the NREMT. The EMT course is a required course for the fire academy and fire technology associates degree. EMT can be used as a stand-alone course to receive a certificate of completion. A course completion record is required for those students who plan on becoming a licensed EMT in the State of California and to attend Paramedic School.  The EMT program meets the college mission by providing multiple pathways and stackable credentials. Our classes are full each semester meeting student demand. We have partnerships and contracts with the county hospitals so students can complete their clinical and ride along requirements for the class. We also offer the EMT recertification course which meets employer demands. According to the Employment Development Department (EDD) of California, the average annual employment for EMT/Paramedics is expected to increase by 42% by 2020. There are 670 new jobs annually with 320 replacement job with a total of 990 openings each year. |