|  |  |
| --- | --- |
| **PROGRAM NAME:** EMS Education | **AUTHORING TEAM CONTACT:** Tim Mock |
| **PHONE:** 972-549-6366 | **EMAIL:**tmock@collin.edu |

|  |
| --- |
| GUIDELINES  Time Frames   1. Scope:   The time frame of program review is five years, including the year of the review.  Data being reviewed for any item should go back the previous four years, unless not available.   1. Deadline Dates:   January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)  February 1st – Program Review Document due to Program Review Steering Committee   1. Years:   Years 1 & 3 – Implement Action Plan of (CIP) and collect data  Years 2 & 4 – Analyze data and findings, Update Action Plan  Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan  LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range  of 1-2 pages or 500-1,000 words.  **EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made.   1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged. 2. Examples of Evidence Statements: 3. Poor example: Core values are integrated into coursework. (Not verifiable) 4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general) 5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)   **FOR MORE INFORMATION:** The Program Review Portal can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.599.3102). |

**Introduction/Preface**

EXECUTIVE SUMMARY

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

|  |
| --- |
| **Executive Summary (suggested sections/format-not required format)**  What does our program do?  Why do we do the things we do: Program relationship to the College Mission & Strategic Plan.  Why we do the things we do? Program relationship to student demand.  Why we do the things we do? Program relationship to market demand.  How effective is our curriculum and how do we know?  How effectively do we communicate, and how do we know?  How well are we leveraging partnership resources and building relationships, and how do we know?  How have past Continuous Improvement Plans contributed to success?  How will we evaluate our success? |

|  |
| --- |
| **Complete the Executive Summary below after you have completed your review.** The Collin College EMS Education Program is in existance to provide highly trained Emergency Medical Services personnel, Emergency Medical Technician-Basic (EMT-B) and Emergency Medical Technician-Paramedics (EMT-P), to private ambulance companies, hospitals, and area fire departments. The EMT-P program is accredited by the Commission on Accreditationof Educational Programs for the Emergency Medical Professions (CoAEMSP). The Texas Department of State Health Services (DSHS)-EMS division also accredits both EMT-B and EMT-P programs. https://www.dshs.texas.gov/emstraumasystems/ The program combines state of the art training equipment with very knowledgable, experienced, and highly motivated instructors to provide a broad knowledge base for effective pre-hospital emergency medical services. This combination ensures the student will earn the knowledge, skills, and abilities (KSA) necessary to function in a vaiety of emergency situations once their education and training are complete. EMS training requires dedication, discipline, physical, and mental fitness. Potential EMS workers should be aware that they will be charged with the responsibility of saving lives of crtically ill and injured patients. The students in the Collin College EMS Education program are held to very high standards.  The Emergency Medical Services (EMS) program began in 1988 by offering EMT-B courses only. Over the past few years it has expanded to high school dual credit EMT classes and on-line EMT classes. The program will soon offer 5-6 EMT-Paramedic classes a year, 4 fast-track (7 month classes) and two 14 month (shift based class). Cities, in and around Collin County, are experiencing explosive growth which presents new challenges in providing quality emergency medical services personnel. The Collin College EMS Education program is evolving as well to meet the needs of the communities through innovative based skills training and scenario based training that reflects the best practices in the industry. The training also reflects the College Mission, Core Values and national accreditation standards as the guidelines change. The EMS program reflects a foundation for academic excellence through our selective admission process and academically rigorous EMSP courses. The program is committed to assiting students as they build their professional skills by the requirement of resume creation and interview preparation. Upon admission to the program, students work with their program director, program coordinator, clinical coordinator, and instructors to develop a plan for successful completion. Continuous involvement from EMS Education staff and instructors throughout the students EMS educational experience assists the students to keep focused and motivated toward successful program completion.  Changes in the EMS industry have provided the profession with opportunities to enhance areas of specialization. These areas of specialization are the Community Healthcare Program and paramedics serving as emergency department technicians in local hospitals and area hotels. The Collin College EMS Edcation Program has built and maintained a reputation of quality employment candidates. Area employers as well as employers from outside the state seek Collin College EMS graduates for their competency and knowledge of the EMS industry. The college has enabled the program director to be involved with EMS at the state level serving as the Committee Chair for the Texas Fire Chiefs EMS Committee. This opportunity ensures the Collin College EMS Education program is current with changes made at the state and national level.  The U.S Department of Transportation sets the minimum standards for EMS Classes nationally. These standards are what the majority of the national credentialing exam covers. Minimum standards are not all the student needs to know to be a good EMT or Paramedic. Collin College EMS students are provided a more in-depth educational experience. The students are provided Basic Life Support class, Advanced Cardiac Life Support class and , Pediatric Advanced Life Support class through the American Heart Association. These classes enhance the overall learning experience of the student as well as enhance their marketability in seeking employment.  In 2014, the National EMS Advisory Council recommended an update to the 1996 EMS Agenda for the Future to pave the way for the industry’s continued evolution. Throughout 2017 and 2018, EMS professionals, stakeholders and members of the public shared ideas through regional meetings, webinars, conference sessions and public comment. The final result is EMS Agenda 2050, a new vision for the future that provides a framework for the next thirty years of EMS system advancement. IN 2050, EMS systems are people centered. A people-centered EMS system includes processes, protocols, technology, policies and practices designed to provide the best possible outcome for individuals and communities—every day and during major disasters. EMS is a dynmic, versatile, and mobile community healthcare resource, integral to regional systems of care that prevent and treat acute illness and injury, as well as chronic ailments. The people-centered EMS system serves as the front line of a region’s healthcare system and plays a core role in supporting the well-being of community residents and visitors through data-driven, evidence based and safe approaches to prevention, response and clinical care. EMS organizations collaborate with their community partners and have access to the resources they need, including up-to-date technology and a highly trained, healthy workforce. The Collin College EMS Education Program is at the forefront of educating EMT’s and Paramedics with this mind set. We offer an Advanced Practice Paramedic Continuing Education certification for a Community Healthcare Program. This program is designed around the needs of am individual community and it’s associated public need. This was designed through a collaberative effort with the McKinney Fire Department and Collin College. The curriculm for this program has been sent to organizations worldwide. We have also included American Heart Association classes which are imbedded in our curriculum. Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), and Basic Life Support (BLS-CPR) are additional cetifications our students will receive on completion of the parmedic course. National Association of Emergency Medical Techncian (NAEMT) courses in our curriculum to enhance the overall KSA’s. These courses include Advanced Medical Life Support (AMLS), EMS Safety, Geriatric Education for EMS, Emergency Vehicle Operations Safety (EVOS), Pre-Hospital Trauma Life Support (PHTLS), Tactical Emergency Casualty Care (TECC), and Psychological Trauma in EMS Patients (PTEP). These additional certifications will not only enhance our students overall education and skills proficiency, they improve their marketability in the workplace. Collin College is the only program in the area that offers all of these additional certifications in the intitial education program. |

Section I. *Are We Doing the Right Things?*

**1. WHAT DOES OUR PROGRAM DO?**  
 **What is the program and its context?**This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area**. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested points to consider:*

* *Program’s purpose (Include the program’s purpose/mission statement if one exists.)*
* *Program learning outcomes or marketable skills*
* *Brief explanation of the industry/industries the program serves*
* *Career paths and/or degree paths it prepares graduates to enter*
* *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*

|  |
| --- |
| **EMS Education Program Mission**  ***The Department of Emergency Medical Services at Collin College educates and develops quality emergency medical professionals in the science and art of pre-hospital emergency medicine. We accomplish this via blended instruction using advanced technology, experienced instructors, and evidence- based practices within a culture that emphasizes integrity, accountability, and responsibility. We offer the North Texas community proficient and patient-centered graduates who are prepared to meet the emergency needs of our neighbors."***  **OUR VISION:** The Collin College EMS Education Program will be the educational institution of choice for Dallas/ Fort Worth metropolitan area students preparing for, or continuing, careers in Emergency Medical Services.  The Emergency Medical Services Professions (EMSP) Program at Collin College exists to provide competent professionals to our community of interest. The Emergency Medical Technician - Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoA EMSP). The Texas Department of State Health Services- EMS Division also accredits both EMT and Paramedic Programs. <https://www.dshs.texas.gov/emstraumasystems/> The program combines state-of-the-art equipment with knowledgeable and experienced instructors to provide a broad knowledge base for effective Emergency Medical Services. This ensures that the student will possess the skills and knowledge necessary to perform in a variety of emergency situations once his or her education is complete. EMS training at the Paramedic level is not for everyone. It requires dedication, discipline, physical and mental fitness. Potential EMS workers should be aware that they will be charged with the responsibility of saving the lives of critically ill or injured patients. Therefore, students in the program are held to very high standards.  The Emergency Medical Services (EMS) program started at Collin County Community College in 1988 Initially, only Emergency Medical Technician level courses were offered with primary instruction provided by part-time staff. The college then hired a full-time faculty/coordinator to teach classes and facilitate the growth of the program. In 1989, the program began offering courses leading to Paramedic certification. As the cities in the Collin County area were expanding rapidly, the need for additional EMS personnel increased significantly. Collin County continues to experience explosive growth presenting new challenges in providing quality emergency medical services throughout the county. Continuously evolving since that time, the EMSP program uses the College Mission, Core Values, and national accreditation standards as guidelines for change. Currently the EMSP program reflects a foundation of academic excellence through our selective admission process and the academic rigor of EMSP courses. The program is committed to assisting students as they build their professional skills demonstrated by the requirement of resume creation and interview prep. Upon admission, students work with the program director and selected faculty to develop a plan for completion. Continuous advising is provided throughout their EMSP educational experience to keep students focused and motivated toward program completion.  Change in the EMSP industry has provided the profession with an opportunity to enhance areas of specialization and market the profession to areas outside the traditional emergency setting, such as paramedics serving as emergency department technicians at local hospitals. .  The Collin EMSP program has built a reputation of quality employment candidates. Area employers as well as employers from out of state seek Collin graduates for their EMT and Paramedic competency and knowledge of the EMSP industry. The generosity of the college has enabled the program director to be involved at the state EMS level. This opportunity ensures the Collin EMSP program is current and relevant as changes are made both nationally and in Texas.  The U.S. Department of Transportation sets out the minimum standards for EMS classes, and this is a majority of what the national credentialing exam covers. However, minimum standards are not all student needs to know to be a good EMT or paramedic. Our courses provide extra information, and more in-depth explanations, so that the students know not only what you should do, but why. We also provide more practical experience than the required minimum, so students will be more familiar with the equipment and skills they need to know. Our instructors have years of experience as EMT’s and Paramedics in a variety of settings. They know what it takes to make a successful, knowledgeable EMT and paramedic. Many of them are also examiners for the National Registry of EMT’s tests, so they know exactly what students need to learn in order to become a National and Texas certified EMT. In addition, they are professional instructors. Many of them teach for Fire Departments, Medical Flight services etc. They know how to make the material interesting and memorable. A selective admission program, Collin EMS incorporates classroom instruction, lab practical and a professional practice experience designed to give students a good understanding of the EMS field. The program prepares students to earn an Associate of Applied Science Degree in Emergency Medical Services, and EMT/Occupational Skills Award. Along with a Paramedic Certificate. Upon successful completion of coursework and the national credentialing exam the graduate earns the Registered Emergency Medical Technician and the Registered Paramedic) credential. The duration of the program is two academic years (four semesters) for the AAS Degree. 14 months for the Paramedic Certificate and one semester for the EMT/OAS. Courses include AAS core courses as well as EMSP program courses.  According to the EMS Agenda of the Future (2050), *“Emergency Medical Services (EMS) of the future will be community-based health management that is fully integrated with the overall health care system. It will have the ability to identify and modify illness and injury risks, provide acute illness and injury care and follow-up, and contribute to treatment of chronic conditions and community health monitoring. This new entity will be developed from redistribution of existing health care resources and will be integrated with other health care providers, public health and public safety agencies. It will improve community health and result in a more appropriate use of acute health care resources. EMS will remain the public's emergency medical safety net.”* <https://www.ems.gov/pdf/2010/EMSAgendaWeb_7-06-10.pdf> |

**2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.**

* **Provide program-specific evidence of actions that document how the program supports the College’s** [**mission statement**](https://www.collin.edu/aboutus/)**:** “*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide program-specific evidence that documents how the program supports the College’s strategic plan (2020-2025 Strategic Plan)**: <https://www.collin.edu/aboutus/strategic_goals.html>.

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
* *Think broadly-increasing completion, articulation agreements, pathways from high schools, etc.*
* *Analyze the evidence you provide. What does it show about the program?*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The Emergency Medical Services (EMS) Program fulfills the Collin mission statement by offering students the necessary education and training to successfully obtain an Occupational Skills Award (OSA) in EMS, a Paramedic Certificate, and an Associate degree in Applied Science and pass the National Registry of Emergency Medical Technicians’ credentialing exams to become a certified and licensed EMS Professional. This level of education is necessary for employment in this field. The program challenges students to learn and develop KSA’s necessary for success in further studies and today’s workforce. The EMS program Advisory Committee is fundamental in providing feedback to ensure we are meeting the specific needs of the community and local healthcare facilities.  The Program has also partnered with Texas Tech University and The University of North Texas at Dallas (UNT). UNT provides a pathway to a Bachelor’s in Emergency Servcies Admistration (ESA). The ESA degree opens the first responders to a wide ranging spectrum of rewarding careers in emergency services. ESA majors gain valuable knowledge in the areas of management, leadership, and community risk reduction startegies that are essential in today’s firt responder work world. Texas Tech provides a Bachelor’s of Science in Healthcare Management. Healthcare Management, also refered to as healthcare administration, encompasses all the responsibilities inherent in managing today’s complex healthcare delivery system. Healthcare managers are highly skilled professionals who are tasked with planning, directing, and coordinating medical and health services and ensuring that the institutions and systems they manage are in full compliance with health care laws and regulations and up to date on new technologies. Healthcare managers and administrators may manage an entire facility, such as a hospital, a specific clinical area or specialized department, an emergency sercives operation, or a medical practice for a physician or group of physicians.    The Collin College EMS Education Program is very supportive college’s 2020-2025 Strategic Goals. Our graduating students prove that we “Inspire learning the will transform lives and enhance communities”. Our students make an immediate positive difference in the departments, companies, and communities they serve.   * 1. Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals.   Program faculty are committed to teaching the very important didactic material but due to the vast experience of the instructors they also lend a real world element. This real world element is from the vast “on-scene” experience the EMS insturctors face. Our goal is for 100% pass rates for all EMT and Paramedic cohorts. In our EMT cohorts were have a 98% completion rate and a 96% success rate for the last 5 years. In our Paramedic cohorts we have a five year average of 99% completion rate and a 98% success rate.  Our classroom instructions and skills labs for our paramedic students includes American Heart Association certification classes in Advanced Cardiac Life Support, Pediatric Advanced Life Support, and Basic Life Support. These classes enhance the overall learning environment by giving them the same instructional material doctors and nurses at the area hospital receive on a regular basis. We also train our students National Association of Emergency Medical Techncian (NAEMT) courses in our curriculum to enhance the overall KSA’s. These courses include Advanced Medical Life Support (AMLS), EMS Safety, Geriatric Education for EMS, Emergency Vehicle Operations Safety (EVOS), Pre-Hospital Trauma Life Support (PHTLS), Tactical Emergency Casualty Care (TECC), and Psychological Trauma in EMS Patients (PTEP). These additional certifications will not only enhance our students overall education and skills proficiency, they improve their marketability in the workplace. Collin College is the only program in the area that offers all of these additional certifications in the intitial education program.   * 1. Develop and implement strategies to become a national exemplar in program and student outcomes.   In the EMS industry there is no national exemplar recognition. We are judged on our “First time pass rates” for our paramedic cohorts National Registry of Emergency Medical Technicians. The latest first time pass rates for the National Registry Exam for Collin College students was 97.4%.  Over the last three years the program has undergone a vast amount of change. In 2019 there was a change in leadership that sparked a new emphasis on student outcomes. The program was also challenged when COVID-19 closed the college down for several months. We adapted very well and put our courses on-line to minimize the time lossed impact on our students. The program also welcomed a new medical control with the University of Texas Soutwest Medical School of Allied Health (UTSWMC). Dr. Gil Salazar is the physician from this group that became the medical director for EMS and Surge Tech.  The program also has the resources of UTSW at our disposal.  The EMS program developed a scenario based training program called “Trauma Day”. This incorporates several disciplines from health sciences such as nursing, respiratory, sonography, surge tech, first assist, simulation, fire science, law enforcement and persons from the Dallas Amputee Network. We also use real ambulances and a helicopter to transport moulaged patients from the public safety training center to our Mock-up emergency room on the McKinney Campus. We accually use medical residents from UTSW to staff the ER so it works like a real ER. The students transport the patients to the ER and give a patient report to the nurse/doctor. Based on the report and the injuries, he patient has proceders performed by other students from health science disciplines. The students from all disciplines get a very robust, challenging, and realistic training experience. This event is so successful the UTSW has incorporated “Trauma Day” into their curriculum for their Residency Program.     * 1. Create and implement comprehensive integrated pathways to support student transitions.   The EMS program reviewed and revised the Collin College High School Dual Credit program. This program educates high school students in the art and science of becoming a certified EMT-B. The goal of this program is to assist those students into the field of Paramedicine or to become a Firefighter/Paramedic for a local department. We work very closely with the Fire Science program to ensure our area fire departments have a vast pool of candidates that are eligible to hire. In the event they are hired, due to their training, they will have an immediate and positive influence on the department and the citizens they serve.  **Collin County Community College District**  **Program Review 2021 - 2022**   |  |  | | --- | --- | | Unduplicated Student Enrollment by Program per Term | | | *Academic Years 2017 - 2018 through 2020 - 2021* | | | ***Emergency Medical Services Professions*** | | | **Term** | **Count of Enrolled Program Majors** | | **Academic Year 2016 - 2017** | | | Fall 2016 | 297 | | Winter 2016 | 33 | | Spring 2017 | 260 | | Summer 2017 | 86 | | **Academic Year 2017 - 2018** | | | Fall 2017 | 166 | | Winter 2017 | 16 | | Spring 2018 | 158 | | Summer 2018 | 79 | | **Academic Year 2018 - 2019** | | | Fall 2018 | 123 | | Winter 2018 | 9 | | Spring 2019 | 136 | | Summer 2019 | 97 | | **Academic Year 2019 - 2020** | | | Fall 2019 | 246 | | Spring 2020 | 205 | | Summer 2020 | 124 | | **Academic Year 2020 - 2021** | | | Fall 2020 | 226 | | Spring 2021 | 198 | | Summer 2021 | 117 | | *Note: Students counted for this measure were enrolled at Collin during the specified term and are*  *identified based on their declared major in ZogoTech.* | |  * 1. Implement the third Baccalaureate degree by Fall 2022 and   continue adding 2+2 programs with university partners.  This does not apply to the EMS Program. We would like to develop a Health Sciences Baccalaureate that would allow degrees from each discipline in Health Sciences.   * 1. Develop and implement a comprehensive staffing and   succession model.  The EMS Program is expanding our footprint. Due to the demand from our external stakeholders, we are adding classes in the area of EMS and fire science. In order to effectively do this we must increase our educational staff. It is my job to prepare the next director from my cadre of personnel. This is being done by delegating necessary tasks in order to facilitate a non-pressure learning environment. The successor will have experienced what the duties are therefore preparing that person to assume the role upon the directors, program coordinator, or clinical coordinator resignation.   * 1. Develop a coordinated and systematic approach to   engage external stakeholders.  The EMS Education Program has a very engaged Advisory Committee that provides very valuable input on several issues faced by the the program. During COVID the committee was instrumental in assisting in the development a program to facilitate the lack of admission to clinical sites. This was a very comprehensive program to allow our students to experience the most realistic scenarios. When we spoke with The Department of State Health Services about our new development they had very few additions. This revision went well and our students benefited greatly for the experience. |

**3. Why we do the things we do: Program relationship to student demand**

**Make a case with evidence to show that students want the certificate. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College’s overall student demographic distributions** [**http://inside.collin.edu/iro/programreview/prfilehostpage.html**](http://inside.collin.edu/iro/programreview/prfilehostpage.html)**). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students (refer to the Program Review portal for Enrollment Reports and Average Section Size data files for your program** **<http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>).**

*Suggested/possible points to consider:*

* *What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain. For required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.*
* *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*
* *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop* *and describe a plan to do so.*
* *How does your program support (or plan) to support attraction of a diverse student population?*
* *Check with Institutional effectiveness for Data Reports -names of reports*
* *Analyze the evidence you provide. What does it show about the program?*

|  |
| --- |
| Collin County is the fastest growing area in Texas. The smaller cities with volunteer fire departmemts are now growing to need full time fire and EMS services. The larger cities with paid fire department are at the point where retirements are needing to be filled with qualified firefighter/paramedics. Due to this rapid growth the Collin College Fire Science and EMS Education Programs are working very diligently and collaboratively to meet this rapidly growing need. The EMS Program has added additional paramedic classes due to area departmental needs and due to the additional fire science classes we are adding EMT classes too. The last application period for paramedic class showed 59 applicants applying for 24 class spots. 39 of the 59 applicants were students sponsored by fire departments that want their newly hired personnel trained at Collin College. We discussed our dilemma with leadership and were allowed to put on an additional fast track(7 month ) class. This allowed all the sponsored students and some of the non-sponsored students to enroll. Due to the growth of the county as a whole, the demand for our Fire and EMS training services will only increase. The McKinney Fire Department did an impromtu study for the demand for firefighter/paramedics in 2018. This study revealed the need will be 150 firefighter/paramedics will be hired per year in Collin County for the next 20 years. This is due to the number of station being built and the National Fire Protection 1710 guidelines formula used for staffing fire stations. The rise in the number of applicants will remain on the rise for the forseeable future.    The above graph shows the increase in the numbers for enrollment. The 2022 numbers are not included but are significant as we added additional classes to meet the demand.  The program has a quite diverse population due to the hiring practices of the area departments. Area departments are looking for the most qualified candidates. They are also very aware of making their deparment personnel meet the same demographic represented in the city population. We at the college benefit from these hiring practices as well as recruit students from job fairs and dual credit high school programs.    The above chart shows the male to female distribution for the overall college and the EMS program. As you can see the numbers are very consistent and the fire service is a male dominant industry. More females are entering this profession as EMT’s and paramedics. This increase was 23% and 28% respectively as per U.S. News and World Report Aug 2020 and the Bureau of Labor Statistics.    This graph shows the racial breakdown of the college. It also shows the racial breakdown in the EMS program. As you can see the percentages have remained very consistent over the past five years. |

**4. Why we do the things we do: Program relationship to market demand**

**Make a case with evidence to show that employers need and hire the program’s graduates. Some resources to utilize for information could be: JobsEQ** [**http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo\_2020-21AY.pdf**](http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo_2020-21AY.pdf)**, Burning Glass, O-Net** [**https://www.onetonline.org**](https://www.onetonline.org)**, Texas Labor Market Information** [**https://www.twc.texas.gov/businesses/labor-market-information**](https://www.twc.texas.gov/businesses/labor-market-information)**.**

*Suggested/possible points to consider:*

* *How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
* *What proportion of the program’s graduates (seeking employment) found related employment within six months of graduation?*
* *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
* *Identify and discuss the program’s strengths and weaknesses related to market demand.*

|  |
| --- |
| Over the last 5 years, 80% - 95% of our graduates have found jobs within six months of graduation. We currently have 10 Advisory Committee members who represent hospitals, fire departments and EMS agencies in the DFW Metroplex. Members attend two committee meetings per year. At this time, our program is able to meet local demand for the surrounding areas. In 2020, there were 3570 Non-Firefighter EMT and Paramedics employed in our area. To obtain a firefighter certification you must obtain either EMT or Paramedic certification. In 2020 there were 7400 fighters employed in the DFW area. According to the US Bureau Labor Statistics, employment of emergency medical technicians (EMTs) and paramedics is projected to grow 24 percent from 2014 to 2024, much faster than the average for all occupations. Emergencies, such as car crashes, natural disasters, and acts of violence, will continue to create demand for EMTs and paramedics. Annually, there has been an estimated 140 job openings in our surrounding area. With the influx of people moving to the Collin County area many area fire departments are expected to hire up to 150 new personnel each year over the next few years. There are three other accredited EMS programs in this area, which help meet local demands. Two area Paramedic Programs have suspended operations for a minimum of two years, North Central Texas College in Corinth, TX and a Private for profit program based in Richardson, TX. We have already seen students from the Denton area apply to our program. We have also had the North East Fire Departments Association call the Collin College EME Education Program and ask us to hold EMT classes in their fire stations. We are enrolling students from departments that never sent their personnel to Collin College. Fire Departments such as Mesquite, Garland, Lewsiville, and Dallas are sending their personnel to Collin College to get trained in EMS. The program has added additional classe to increase the opportunities for students to apply and we are still turning down students because we are at capacity. In 2013 we targeted area high schools and we now offer Dual-Credit Emergency Medical Technician/Occupational Skills Award to students in McKinney ISD, Allen ISD, Plano ISD, Prosper ISD, Frisco ISD, Love Joy ISD, Anna ISD, Princeton ISD, and Wylie ISD with more planned in the future. Many of these students will enroll in our paramedic program, and a majority will work to transfer to a university to obtain a degree such as R.N. or to qualify for application to a medical school. |

Section II. *Are We Doing Things Right?*

**5. How effective is our curriculum, and how do we know?**

**A. Make a case with evidence that there are no curricular barriers to program completion. Review data related to course enrollments, course completion rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.**

*Suggested/possible points to consider:*

* *Number of students who completed the program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
* *At what point(s) are substantive percentages of students dropping out of the program? Use data in the “Program-Based Course Performance” tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.*
* *Analyze the course success rates and the course completion rates of each course in your program. Address problems in the CIP.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | Year | Number of Completers | | |  | Certificate | AAS | | 2017 | 110 | 4 | | 2018 | 353 | 6 | | 2019 | 336 | 7 | | 2020 | 163 | 4 | | 2021 | 221 | 5 |   Attrition has not been a problem for us over the last five years. Based on our data, attrition seems to fall during the EMT student’s first course when they are faced with the academic rigor that the program requires. For the paramedic program this it true for the second semester where the paramedic courses are more difficult. Attrition also counts for personal or financial reasons. Although we are above the attrition threshold for CoAEMSP, one barrier to program completion for the few who leave for non-academic reasons is that they are hired by area fire departments and EMS agencies  Most of our students are in the paramedic certificate program and as evidence shows not many will complete the AAS requirements. With that said, we have seen an increase in students inquiring about the degree since it has been reduced to only 60 SCH. Paramedic certificate completers who pass the national credentialing exam can readily find employment without the benefit of the AAS degree. This is especially true for fire academy graduates who complete paramedic program. Area fire department will hire the graduates with a beginning salary upwards of $75,000. |

**B. Show evidence that the institutional standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.**

1. **Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**  
   Number of completers: 236 certifcates and 5 AAS in last five years.  
   If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)
2. **Licensure Standard: 93% of test takers pass licensure exams.**If applicable, include the licensure pass rate: 85%  
   For any pass rate below 93% (Collin College’s standard), describe a plan for raising the pass rate.
3. **Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**Include the retention rate: 99%  
   If the retention rate is below 78%, describe a plan for raising the course completion rate.

|  |
| --- |
| **2. Licensure standard 93%.**  **Findings:** Collin pass rates are well above state and national averages for both EMT and Paramedic certifications, however we do not currently meet the THECB 93% or better standard. This is due in part to high school dual credit EMT students that only take the EMT certification course as an entryway into another medical field such as medical school or nursing. The majority of these students never plan on working as an EMT or attending our paramedic program so they do not take the test. They take the school credit for their transripts to persue ventures. Other students take the national cognitive certification exam the first time and many fail the exam and they never re-take the national cognative test. This lowers the overall pass rate for the program.  **Action Plan:** In response to this finding, we have formed a taskforce within the EMS department to look at ways to improve the outcomes in the EMT program. Faculty has recommended that we change textbooks and devote more lecture time to critical subject areas such as patient assessment. We are looking at detailed reports from the National Registry of EMT’s to see which subject areas we need to focus on. Dual Credit EMT students will be counseled about taking the exam if they are not pursuing EMS as a career field |

**C. Make a case with evidence that the program curriculum is current.**

*Suggested/possible points to consider:*

* *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
* *How does the program curriculum align with any professional association standards or guidelines that may exist?*
* *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program.*

|  |
| --- |
| *If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*  The Collin EMS program compares well with other programs. We offer EMT/OSA, Paramedic certification and an AAS in EMS. We looked at Austin Community College and Tarrant County College. Our degree and certificate plans are comparable; however, ACC has a level I Certificate (Advanced EMT) that we do not. We are currently looking at recommending to our advisory committee a change in our curriculum to offer the level I certificate. We can do this and still keep our AAS at 60 credit hours by having an exit point in the Paramedic Certificate. In the paramedic program, the attrition rate is directly related to the academic rigor in two (2) courses; *EMSP 2444, Cardiology* and *EMSP 2534 Medical Emergencies.* By offering the level I certificate, the students can test out at the Advanced EMT certification level and sit for that national certification exam. Upon completion of the exam, the student can enter the workforce at a higher rate of pay. If they choose to remain in the paramedic program and complete all requirements, we have succeeded. If they do not make the grade in either the Cardiology or Medical Emergency courses, they are still employable at the Advanced EMT Level.  *Austin Community College AAS Degree*  [*https://www6.austincc.edu/cms/site/www/awardplans/awardplan.php?year=2017&type=CC&group=PCEMS&nid=21134&apid=3730*](https://www6.austincc.edu/cms/site/www/awardplans/awardplan.php?year=2017&type=CC&group=PCEMS&nid=21134&apid=3730)  *Tarrant County College AAS Degree*  [*https://waj.tccd.edu/TCC/WebAdvisor3/viewDA?selectProg=EMER.D002.UG&SUBMIT=SUBMIT*](https://waj.tccd.edu/TCC/WebAdvisor3/viewDA?selectProg=EMER.D002.UG&SUBMIT=SUBMIT)   * *How does the program curriculum align with any professional association standards or guidelines that may exist?*   Our program is nationally accredited through the Commission on Accreditation of Allied Health Educational Programs (CAAHEP) upon recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP, 8301 Lakeview Parkway, Suite 111-312, Rowlett, TX 75088; (214) 703-8445; Fax (214) 703-8992. [www.coaemsp.org](http://www.coaemsp.org/) ). Accreditation #600323. The Texas Department of State Health Services- EMS Division also accredits the Collin College EMS Education Program. <https://www.dshs.texas.gov/emstraumasystems/> |

**D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.**

1. How many employers does your advisory committee have? 13

2. How many employers attended the last two meetings? 9 & 12

3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)?

|  |
| --- |
| The advisory committee was very instrumental during the COVID-19 shut down. Our students were not allowed in hospitals and fire departments due to the COVID-19 shut down. With the assistance of our advisory committee and the invaluable assistance of our medical director Dr. James Frame M.D., the EMS faculty developed a very robust and challenging clinical experience using our simulation lab and scenerios designed by our staff. Our students were put through 10-12 hour days of over 750 scenarios. This was very demanding on the students. The result was a unique and challenging learning experience which lead to a National Registry First Time pass rate of 97.4%. |

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.

|  |
| --- |
| The Advisory Committee, based upon industry need and national curriculum changes, recommended changes to our EMT/OSA curriculum in 2013. By creating, a local needs course EMSP 1371 – Intro to EMT; we are able to offer more instructional time to meet the needs of local employers and the newly required national standard curriculum. In 2015 at the mandate of the THECB for all work force degrees be no more than 60 SCH, the advisory committee working alongside faculty and program staff redesigned our paramedic certificate and AAS degree plan to fit into the 60 Semester Credit Hour requirements. Since we have partners from both hospitals, fire department and EMS agencies on our committee they bring to us the newest equipment, the latest trends and make recommendations on adding those to our curriculum or purchasing the equipment.  [EMSP Curriculum Revisions Fall2015.pdf](file:///E:\EMSP%20Curriculum%20Revisions%20Fall2015.pdf)  The advisory committee was very instrumental during the COVID-19 shut down. Our students were not allowed in hospitals and fire departments due to the COVID-19 shut down. With the assistance of our advisory committee and the invaluable assistance of our medical director Dr. James Frame M.D., the EMS faculty developed a very robust and challenging clinical experience using our simulation lab and scenerios designed by our staff. Our students were put through 10-12 hour days of over 750 scenarios. This was very demanding on the students. The result was a unique and challenging learning experience which lead to a National Registry First Time pass rate of 97.4%. |

**E**. **Make a case with evidence that the program is well managed.**

*Suggested/possible points to consider (Data can be found at* [**http://inside.collin.edu/institutionaleffect/Program\_Review\_Process.html**](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html)**):**

* *Average class size*
* *Grade distributions*
* *Contact hours taught by full-time and part-time faculty*
* *Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the workforce program learning outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
* *How well are general education requirements integrated with the technical coursework?*
* *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean/director by program students?*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The average class size for EMSP classes is 24 per class. Our classes have a 99% completion rate for paramedic and a 98% completion rate for EMT as per the institutional effectiveness. Our faculty contact hours are below.   |  |  |  |  | | --- | --- | --- | --- | | Faculty Contact Hours | Full Time | Part Time | Total | | 2016 | 19,248 | 12,384 | 31,632 | | 2017 | 36,864 | 7760 | 44,624 | | 2018 | 4844 | 11,680 | 16,624 | | 2019 | 5344 | 13360 | 18,704 | | 2020 | 5040 | 1,680 | 6,720 | | 2021 | 9888 | 0 | 9,888 | |

**6. How effectively do we communicate, and how do we know?**

**A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the program ensure that students are informed/aware of program literature? Is program literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

|  |
| --- |
| The EMS Program Coordinator reviews all literature and electronic sites each semester. Random advisory committee members and students were contacted both in person and by phone regarding accuracy of program literature and websites. No issues were noted.  Program literature is made available through:  [www.collin.edu/EMS](http://www.collin.edu/EMS)  <http://www.collin.edu/academics/programs/WFCCLaw_%20Public%20Safety_Corrections%20_Security.pdf>  <http://www.collin.edu/academics/programs/pdf/emsprof.pdf>  The program director and coordinator are responsible for the accuracy of the website. We mee every other month to insure the information is accurate. Degree Plans, Core, Areas of Study Degree Plans, Core, Areas of Study Degree Plans, Core, Areas of Study Degree Plans, Core, Areas of Study |

**B. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public. Please fill out the table only for this prompt (B.), no analysis is necessary here.**

**Program Literature Review Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| Degree Plans, Core, Areas of Study | Main Collin website | 1/1/2022 | Current Accurate Relevant Available | Program Director and Program Coordinator |
| Degree Plans, Core, Areas of Study | Main Collin website | 1/1/2022 | Current Accurate Relevant Available | Program Director and Program Coordinator |
| EMS Program Application | Collin.edu/ems | 1/1/2022 | Current Accurate Relevant Available | Program Director and Program Coordinator |
| Collin Request for Degree Plan/Certificate | Collin.edu | 1/1/2022 | Current Accurate Relevant Available | Program Director and Program Coordinator |
| Central Park Campus Welcome Page | Collin.edu | 1/1/2022 | Current Accurate Relevant Available | Program Director and Program Coordinator |
| EMS Program Web Page | Collin.edu/ems | 1/1/2022 | Current Accurate Relevant Available | Program Director and Program Coordinator |
| EMS Program Accreditation | Collin.edu/ems | 1/1/2022 | Current Accurate Relevant Available | Program Director and Program Coordinator |
| EMS Program Admission Steps | Collin.edu/ems | 1/1/2022 | Current Accurate Relevant Available | Program Director and Program Coordinator |
| EMS Program Curriculum | Collin.edu/ems | 1/1/2022 | Current Accurate Relevant Available | Program Director and Program Coordinator |

**7. How well are we leveraging partnership resources and building relationships, and how do we know?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.**

|  |
| --- |
| The EMS Program relies heavily on area Hospitals, Fire Departments and EMS agencies for actual hand-on education and patient interaction. By using these many resources our program has access to areas that other area EMS programs do not. One such partnership is with the City of Allen Parks and Recreation Department where our paramedic students interact with school age children up to adolescents. They learn how the various age groups act in a normal environment to better understand how to recognize ill or injured children and adolescents. We also have the students attend Settler's Ridge Long Term Care facility in Celina, and we are in the process of creating an "inter-facility EMS" experience to assess geriatric patients. We also have a "special patient populations" clinical at the Texas Special Olympics summer games in Arlington, Texas where students gain experience working with this segment of the population and their caregivers.  University of Texas Southwestern Medical Cntr. (Dallas) University of Texas Southwestern Medical Cntr. (Dallas)University |

**Partnership Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any. | How is it Valuable to the Program? |
| University of Texas Southwest Medical School | EMS Program Medical Control and Cadaver labs | Annual self renewal | EMS Program Medical Control and Cadaver labs |
| McKinney Fire Department | Clinical Partner | Annual self renewal | Ambulance ride outs required for EMT and paramedic course completion. |
| Allen Fire Department | Clinical Partner | Annual self renewal | Ambulance ride outs required for EMT and paramedic course completion. |
| Plano Fire Department | Clinical Partner | Annual self renewal | Ambulance ride outs required for EMT and paramedic course completion. |
| The Colony Fire Department | Clinical Partner | Annual self renewal | Ambulance ride outs required for EMT and paramedic course completion. |
| Denton Fire Department | Clinical Partner | Annual self renewal | Ambulance ride outs required for EMT and paramedic course completion. |
| Addision Fire Department | Clinical Partner | Annual self renewal | Ambulance ride outs required for EMT and paramedic course completion. |
| Frisco Fire Department | Clinical Partner | Annual self renewal | Ambulance ride outs required for EMT and paramedic course completion. |
| Richardson Fire Department | Clinical Partner | Annual self renewal | Ambulance ride outs required for EMT and paramedic course completion. |

**8. What professional developmental opportunities add value to your program?**

|  |
| --- |
| **Collin College offers several types of professional development opportunities. As the director I attended the Consortium Leadership and Renewal Academy.** The Consortium Leadership And Renewal Academy (CLARA) is a year-long regional leadership information, development, and renewal program created for the member institutions of the North Texas Community College Consortium. CLARA serves entry-level and mid-level administrators who desire to improve their leadership and management abilities, update their knowledge, upgrade their skills, broaden their perspectives, prepare themselves for administrative advancement, and renew their commitment to higher education in the community college. It is also designed for faculty members and others interested in exploring careers in administration. Several faculty teach at the Texas EMS Educators Conference in Corpus Christie as well as the Texas EMS Conference in November. These conferences keep our instructors up to date with the latest trends, equipment, and issues facing EMS and EMS Education.  **The College offers Academic Leadership by Design classes on a monthly basis. This is a leadership intiative that includes creating mission and vision statements and research data for the organization, setting up creative ideas, doing and providing teamwork.** |

**Provide a List of professional development activities employees have participated in since the last program review.**

**Employee Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| Tim Mock | Program Director | CLARA Graduate, Academic Leadership by Design | It supports development of basic skills for those who have had minimal administrative training or experience. It also provides renewal opportunities for veteran administrators. |
| Greg Cox | Program Coordinator | Completed Bachelor’s Degree | Set a great example for others. Learned valuable information on Budgets, organizational processes, and organizational leadership. |
| Jason Reyes | Clinical Coordinator | Completing his Master’s Degree in Education | He is studying the teaching methods and evaluating our training processes in EMS Education. |
| Margie White | Full Time Faculty | Sterling Reporting System | New student reporting system that is used by our students in documenting their clinical experiences. |
| Kari Reed | Full Time Faculty | Leadership Fairview and Sterling Reporting System | Inteacting with people from other cities and departments to promote Collin College and grow in leadership experience |
| Gloria Greig | Full Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Leslie Teel | Full Time Faculty | Texas EMS Educators Conference. Leads round table discussion on Dual Credit high school classes for EMS Education | Advertises the Collin College experience with dual credit |
| Dr. Gill Salazar | PT Facult/Medcical Director | Click or tap here to enter text. | Click or tap here to enter text. |
| Dan Frey | Adjunct faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Jared Schreher | Part Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| C. J. Alexander | Part Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| J. J. Kaiser | Part Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Dan Summers | Part Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| David Rodriguez | Adjunct faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| James Davidson | Adjunct faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| James Pierce | Adjunct faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Mark Peacock | Adjunct faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Chris Roberts | Part Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Hudson Babler | Part Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Gari Sansing | Part Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Brian McKlusky | Part Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Rob McKlusky | Part Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Durl Lovell | Part Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Dustin Wackett | Part Time Faculty | Click or tap here to enter text. | Click or tap here to enter text. |

\*\*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

**9. Are facilities, equipment, and funding sufficient to support the program? If not, please explain.**

**[OPTIONAL—Only respond to prompt 9 if you are requesting improved resources for your program. If current facilities and budget are adequate, please proceed to prompt 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the program or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Possible points to consider:*

* *The useful life of structure, technologies and equipment*
* *Special structural requirements*
* *Anticipated technology changes impacting equipment sooner than usual*

|  |
| --- |
| The EMS program is very fortunate to be located in the Cary Israel Health Science Building as evidenced by our great facilities. They are:  **EMS Classrooms:**  We have three classrooms that seat approximately 32 students with tables and chairs. The lighting is adequate and can adjust as needed. The seating arrangement and projection screen placement is conducive to learning and can change as needed for group assignments. We keep anatomical models in the classrooms to use while lecturing on specific topics.  **EMS Practical laboratories:**  The success of the EMS practical laboratory, is validated by the 100% pass rate for the NREMT psychomotor exam. Likewise, the NREMT results also indicate excellent didactic preparation leading to excellent learning in the lab for psychomotor skills. Most of the equipment is new and the most current available, or is in the process of being replaced. The EMS program is in the process of creating multiple medical, trauma and pediatric scenarios that will be in line with the new NREMT'S Paramedic Psychomotor Competency Portfolio (PPCP). This will ensure that all scenarios are well planned, implemented and graded the same for all students. EMT labs like paramedic have 100% pass-rate on the NREMT’s psychomotor exam.  **Simulation laboratory:**  Collin College's simulation lab is a state-of-the-art lab equipped with various high-fidelity manikins. Although not EMS Specific, Collin College EMT and paramedic students have the opportunity to rotate through the lab and experience realistic scenarios from dispatch on the radio all the way through patient reporting via radio at a receiving facility. The students are able to see many of the same patient conditions as they would experience in the field, and allowed the opportunity to work together as a team to treat their patient based on their current level of understanding. This affords the students multiple opportunities to develop and hone their critical thinking skills as well as psychomotor skills. Following each simulated experience, the students go through a debriefing session where they view their performance (video recording), share their thoughts and feelings, and discuss both positive and negative aspects of the experience. |

**Facilities Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Significant Pieces of Equipment | Description  (i.e. Special Characteristics) | Meets Needs (Y or N):  Current For Next 5 Years | | Analysis of Equipment Utilization |
| CAI Health Science Center H113 | Lab | Yes | No | Primary lab for EMT and Paramedic Students |
| CAI Health Science Center H112 | Lab | Yes | No | Primary lab for EMT and Paramedic Students |
| CAI Health Science Center H131 | Classroom | Yes | No | This class room coulb be utilized as a lab as well. Need to remove carpet. |
| CAI Health Science Center H132 | Classroom | Yes | No | This class room coulb be utilized as a lab as well. Need to remove carpet. |
| CAI Health Science Center H126 | Classroom | Yes | No | Primary Classroom |
| CAI Health Science Center H112 | Equipment Storage Room with sink | No | No | Storgage room needs to be doubled. |
| CAI Health Science Center H121 | MICU Simulator with Video recording | Yes | Yes | MICU mock up moves and will have on-going maintenance costs |
| CAI Health Science Center H122 | Apartment Mock Up with video recording | Yes | No | Mock up for scenario simulations |
| CAI Health Science Center H120 | Emergency Room Mock-up with recording | Yes | Yes | ER mock up used for scenario simulations |

**Equipment/Technology Table ($5,000 or more) \*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, justify needed equipment or budget change |
| $9500 | Isimulate Monitor/Defib unit | Yes | No | This is a Training aid for our students to learn cardiac protocols |
| $9500 | Isimulate Monitor/Defib unit | Yes | No | This is a Training aid for our students to learn cardiac protocols |
| $35000 | Lifepac 15 Monitor/Defibrillator | Yes | No | This is the actual equipment used in the field by area departments to monitor cardiac issues |
| $35000 | Lifepac 15 Monitor/Defibrillator | Yes | No | This is the actual equipment used in the field by area departments to monitor cardiac issues |
| $35000 | Lifepac 15 Monitor/Defibrillator | Yes | No | This is the actual equipment used in the field by area departments to monitor cardiac issues |
| $20000 | S&S Vehicle Extrication Traininer | Yes | No | Perkins Grant Funded. Used to simulate removeing people from vehicles. |
| $20000 | Stryker MICU Cots | Yes | Yes | Patient cots used by area departments in their MICU’s |
| $20000 | Stryker MICU Cots | Yes | Yes | Patient cots used by area departments in their MICU’s |
| $18000 | SAM II Breath Sounds Trainer | Yes | Yes | Perkins Grant Funded Breath sound simulator. Allows students to hear various lung and bowel sounds, |
| $35000 | Student Computers | Yes | Yes | CARES Act purchase. Needed if we had to go to an on-line class. |

**Financial Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
| College Budget | No | No | Program is not funded to needed budget. | Budget needs to be increased due to additional classes and student needs. |
| Perkins Grant Funding | Yes | Yes | Click or tap here to enter text. | Click or tap here to enter text. |
| CARES Act Funding | Yes | Yes | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |

Section III.Continuous Improvement Plan (CIP)

**10. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):**

* 1. **Program Learning Outcomes/Program Competencies**
  2. **Overall improvements to your program**

|  |
| --- |
| **Prior to the change in EMS leadership the program outcomes were judged by passing the national registry test. New leadership has adopted new program outcomes more fitting to the college requirements. The new outcomes are based on learning objectives necessary to be successful in several areas of the EMT and paramedic course curriculum.** |

**\*Please attach previous CIP Tables in the appendix**

**11. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, improve student success and program learning outcomes.** **Provide the rationale for the expected outcomes chosen for the CIP(s).**

|  |
| --- |
| **Strengths:**  **Student/Graduate success:**  Pass rate on Certification examinations: Our 2020 statistics as reported by the Texas DSHS are 97.4% pass rate on the NREMT CBT Paramedic Exam. The job placement rate 89%.  **Action Plan:** We will continue monitor both exam pass rates and job placement.  **Employer Satisfaction:**  Employer satisfaction survey return rate has been historically low; however those we received indicate a high level of satisfaction with our graduates.  **Action Plan:** We are currently contacting employers by telephone reminding them of the importance of filling out our short survey. In addition, the program will seek input from the Advisory Committee in order to develop a comprehensive plan to address the returning of the employer surveys.  **Curriculum:**  Input from our advisory committee, students, faculty and employers indicate that the quality of the Collin EMS program graduates is superior to graduates from other programs. Unsolicited comments on student clinical internship evaluation forms from preceptors, clinical site administrators and area medical directors have been extremely positive concerning both the depth of information learned and the ability to implement the information in the patient care environment*.*  *Some preceptors comment examples include:*  ***EMT student:*** *"Excellent job today! great initiative!" "Megan was always there with any new patient and was ready to help without being asked. She was a great help."*  ***Paramedic student:*** *"great attitude. eager to learn." “Edwin did a fantastic job today! Very helpful and always there at the right time! Very self-motivated, with a great work ethic!"*  **Action Plan:** We are always seeking to improve our outstanding curriculum; the program will seek input from students, both the full and part time faculty along with the Advisory Committee in order to develop a comprehensive plan to improve our curriculum.  **EMS Practical laboratory:**  The success of the EMS practical laboratory, is validated by the 96% pass rate for the NREMT psychomotor exam. Likewise, the NREMT results also indicate excellent didactic preparation leading to excellent learning in the lab for psychomotor skills. Most of the equipment is new and the most current available, or is in the process of being replaced. The EMS program is in the process of creating multiple medical, trauma and pediatric scenarios that will be in line with the new NREMT'S Paramedic Psychomotor Competency Portfolio (PPCP). This will ensure that all scenarios are well planned, implemented and graded the same for all students.  **Action Plan:** The program will seek input from students, both the full and part time faculty along with the Advisory Committee in order to develop a plan to improve upon the student laboratory experiences.  **Simulation laboratory:**  Collin College's simulation lab is a state-of-the-art lab equipped with various high-fidelity manikins. Collin College paramedic students have the opportunity to rotate through the lab and experience realistic scenarios from “dispatch” on the radio all the way through “patient reporting” via radio at a receiving facility. The students are able to see many of the same patient conditions as they would experience in the field, and are allowed the opportunity to work together as a team to treat their patient based on their current level of understanding. This affords the students multiple opportunities to develop and hone their critical thinking skills as well as psychomotor skills. Following each simulated experience, the students go through a debriefing session where they view their performance (video recording), share their thoughts and feelings, and discuss both positive and negative aspects of the experience.  **Action Plan:** The program will seek input from students, both the full and part time faculty along with the Advisory Committee in order to develop a comprehensive plan to improve upon the student-simulated experiences in the simulation lab.  **Affordable tuition:**  At $57.00 per credit hour, Collin College tuition and fees are the lowest of all colleges and universities in Texas.  **Action Plan:** The EMS Program will continue to support all efforts to keep student out of pocket cost low.  **Flexibility:**  The program is extremely flexible in providing workable schedules for students who need full time employment while attending school.  **Action Plan:** The program will seek input from students, both the full and part time faculty along with the Advisory Committee in order to develop a plan to keep and improve our already flexible schedules for both the EMT and paramedic programs.  **Clinical/Internship experience:**  The EMS program benefits from 28 clinical/internship sites, providing our students with excellent clinical experiences as evidenced by student evaluation of both the preceptor and the clinical internship site. Through all aspects of the program, in both hospital and field, the clinical sites provide ample opportunities for our students to experience patients, while preceptors work to assure that learning opportunities are not missed. We have taken a creative approach to getting the students in contact with the age groups and types of patients that they need to see to be successful. We currently have agreements with the Allen Parks & Rec. Dept. where our paramedic students interact with school age up to adolescents. They learn how the various age groups act in a normal environment. This enables them to better understand proper recognition of ill or injured children and adolescents. We also have the students attend Settler's Ridge Long Term Care facility and we are in the process of creating a "inter-facility EMS" experience to assess geriatric patients. We also have a "special patient populations" clinical at the Texas Special Olympics summer games in Arlington, Texas where students gain experience working with this segment of the population and their caregivers.  **Action Plan:**  **Budget:**  Collin College administration need to increase funding for the EMS program as evidenced in the budget allocations of each year. We are adding several new classes to meet the demand of our area departments. Up to date equipment is need to ensure we meet the growing expectations of our customers and provid the most comprehensive instruction of any educational facility. The manikins, being used by both on campus EMT and Paramedic, plus dual credit EMT classes at area high schools are getting well worn and are in need of being replaced.  **Action Plan:** As more and more school districts see the need for the Dual-Credit EMT program, plus with the proposed accelerated paramedic offering, we will need additional faculty, equipment and supplies for those programs. The EMS Program Director will continue to monitor program cost including associate faculty and lab instructor utilization in an effort to administer efficiently the annual budget allocation.  **Participation in State and National forums:**  Program faculty are active in many areas of state and national forums. The EMS program Director and faculty actively participate in the State EMS advisory sessions and facilitate presentations at the annual Texas EMS Conference in addition to national and local conferences. Faculty members also participate in textbook review and magazine article publications. One of our part-time faculty is an NREMT Psychomotor Exam Representative.  **Action Plan:** The EMS Program Director, faculty and medical directors will continue to attend and actively participate in both state and national forums, committees and associations.  **Cary A. Israel Health Science Building:**  The new Health Sciences Building has three dedicated EMS classrooms, two fully functional practical Labs plus a simulated apartment with a living/dining room, kitchen, bathroom and bedroom which are outfitted with cameras and microphones for recording and playback to the students. Once treated, the patient is moved to the ambulance simulator. The fully functional ambulance simulator recreates driving motions including sudden stops to simulate traffic, and it is outfitted with A/V equipment for recording. After approximately 10 minutes in the ambulance the patient can then be moved to the Simulation Department’s simulated 5 bed emergency department where the students transfer care of the patient to nurse actors and/or one of our physicians.  **Action Plan:** The program will seek input from students, both the full and part time faculty along with the Advisory Committee in order to develop a plan to seek ways to better utilize the EMS program’s existing space  **Full-Time clerical support:**  The Health Science and Emergency Services Division recently hired a full-time secretary for the EMS department, which is an asset to our program. In the past, we have received complaints from students and industry partners that we have inadequate clerical support.  **Action Plan:** We are working with our new secretary to give her the tools and support necessary to effectively perform her job.  **Weaknesses:**  **Attrition rate (academic and non-academic):**  In both the EMT and paramedic program, students sometimes drop out due to poor grades, job conflicts, family issues, or finances. In many cases, students apply for and receive jobs at area fire departments while in the program and are forced to withdraw.  **Action Plan:** The EMS program is piloting the FISDAP Paramedic Entrance Exam (PEE) to identify potential at-risk students. Although it is the students' responsibility to be academically aggressive and to plan their life around classes in order to complete the EMT and paramedic program, this isn't always the case. Faculty attempt to identify these students early in each EMT and paramedic course of instruction and work one-on-one with them to successfully complete the course. These students are referred to our college student counselor who has a keen understanding of the public safety professions and study skills for success. There is a readmission rule in place allowing a student who drops out of the program to pick-up with a subsequent paramedic class in order for them to successfully complete the program. Area fire departments are encouraged to allow newly hired students to remain in the program through successful completion. The program is also considering making the admission process more selective. In addition, the program will seek input from the Advisory Committee in order to develop a comprehensive plan to address attrition.  **Part-time associate faculty limited teaching:**  Changes in College employment rules along with course sequencing and flexible scheduling meeting student needs in the program only allow part-time associate faculty to teach a limited number of courses each semester. This is a disadvantage since the EMS program relies heavily on part-time faculty. Finding qualified part-time EMT paramedic faculty is extremely difficult, thus limiting the ability to fill faculty positions. Student surveys indicate having multiple instructors involved in the courses within the EMS program disrupts the consistency of the teaching process when compared to having a single instructor teach the majority of the courses.  **Action Plan:** The EMS Program Director along with the Academic Dean will continue to hire qualified associate faculty and build a larger pool. The program will also explore various scheduling options in order to provide consistency in instruction.  **Number of full-time paramedic faculty:**  The EMS program conducts 4 paramedic courses concurrently. One is a 14 month, shift-based program. The other 3 are a 7 month “Fast Track” program. In addition, since paramedic cohorts span two separate academic years (due to the 14 months’ duration of the program), scheduling fulltime faculty, particularly during summer sessions, creates some challenges. There are also several EMT classes including 4 Fire Academy EMT classes being held throughout the year.  **Action Plan:** The EMS program will work with the Academic Dean to evaluate the overlap of courses and the 14-month duration of the paramedic program since it contributes to the availability of full-time faculty. The program director and the dean will explore re-classifying a 9-month faculty position to 12-month position and will continue to hire qualified associate faculty help fill in any gaps in faculty load. In addition, evaluating alternate ways of scheduling will also be pursued. In the event there is sufficient justification for hiring a full-time faculty, the program will follow the district procedures for requesting full-time faculty in a timely manner. |

**12. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

|  |
| --- |
| **There are several program priorities for the next two years. These priorites are to meet the continually growing need for well trained EMS. We are adding additional classes to meet the growing need. This will increase the need for more fully qualified instructors and modern, real-time equipment to train our students. The lack of storage space and competition for classrooms is another hurdle we face as we expand the EMS program. Other programs are expanding too and this only increases the challenge.** |

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Demonstrate Spinal Immobilization Skills | EMSP 1501 Spinal Immobilization Assessment | 85% of the students will achieve a designation of Pass |
| Conduct a Physical Assessment to determine extent of injury and proper course of treatment | EMSP 1371 Patient Assssment Skills | 85% of the students will achieve a designation of Pass |
| Demonstrate proficiency in the skill to properly insert an intervenious catheter for therapeutic purposes | EMSP 1438 Intravenious Skills Assessment | 85% of the students will achieve a designation of Pass |
| Determine Cardiac Protaocol Based on EKG interpretation | EMSP 2444 EKG Intreprtation Assessment Skill | 85% of the students will achieve a designation of Pass |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome(s)** -Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).

**B. Measure(s)** –Instrument(s)s/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

**C. Target(s)** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?  
**E. Results Summary** - Summarize the information and data collected in year 1.  
**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.   
**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

**Table 2. CIP Outcomes 1 & 2**

|  |  |
| --- | --- |
| 1. **Outcome #1 Demonstrate proficiency in skills to control bleeding and addess shock** | |
| 1. **Measure (Outcome #1)**   EMSP 1501 Bleeding control/shock skills assessment | 1. **Target (Outcome #1)**   85% of the students will achieve a designation of Pass |
| 1. **Action Plan (Outcome #1)**   **The requirements for this test will be explained in EMSP 1355 didactic section of the class. The students will practice the application of this skill in the lab with the benefit of a skilled instructor proctoring the skills lab.** | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |  |
| --- | --- |
| 1. **Outcome #2** Demonstrate Spinal Immobilization Skills | |
| 1. **Measure (Outcome #2)**   EMSP 1501 Spinal Immobilization skills assessment | 1. **Target (Outcome #1)**   85% of the students will achieve a designation of Pass. |
| 1. **Action Plan (Outcome #2)**   **The requirements for this test will be explained in EMSP 1501 didactic section of the class. The students will practice the application of this skill in the lab with the benefit of a skilled instructor proctoring the skills lab.** | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**

* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**