

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024

PROGRAM(S): EMERGENCY MEDICAL SERVICES (EMT & PARAMEDIC)

CLUSTER: HEALTH SCIENCES AND WELLNESS, SKILLED TRADES AND TECHNOLOGY AREA OF STUDY: HEALTH/WELLNESS

LAST YEAR CPPR COMPLETED: 2021-2022 NEXT SCHEDULED CPPR: 2025-2026 CURRENT DATE: 3/4/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [Resource Plan](#), which can be downloaded from this [SharePoint folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

A.S. Paramedic, C.A. Paramedic, C.S. Emergency Medical Technician, C.S. Emergency Medical Technician Refresher

General Program Update

EMT Program: We have new curriculum approved (EMS 100 – Emergency Medical Responder) that will allow for Cuesta's EMS program to offer dual enrollment opportunities to our local high schools. One local high school has already requested this course for fall 2024. This course will allow high school students, many of them who will be first generation college students and those coming from economically diverse and varied racial and ethnic background, to explore healthcare pathways while in high school that will connect and engage them with Cuesta College, the Promise Program, and the many healthcare courses/programs offered on both our SLO and NC campuses. The EMT program will also benefit from the approved EMS Assistant Director position which will provide full time leadership over all EMS programs.

Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

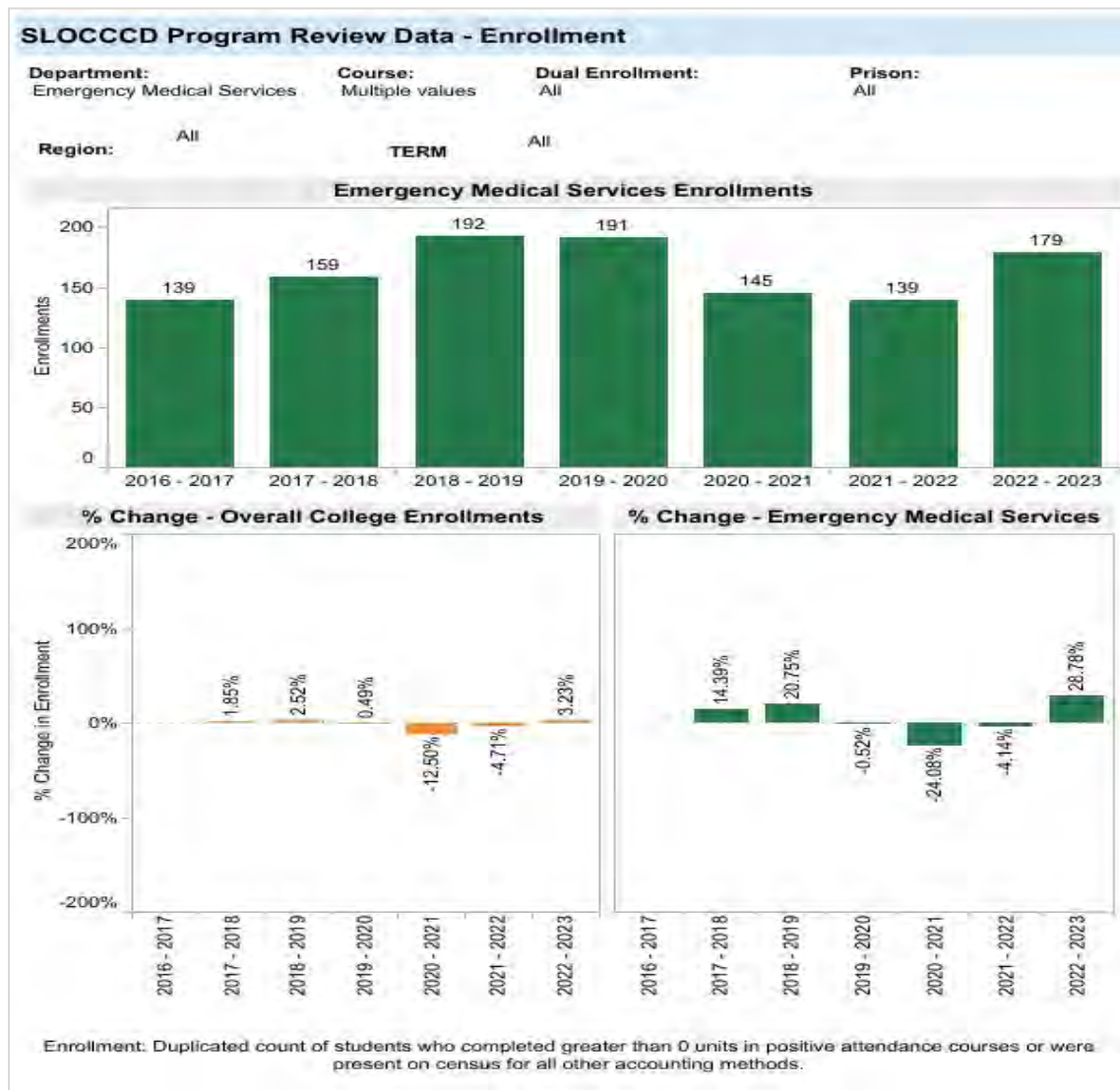
No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

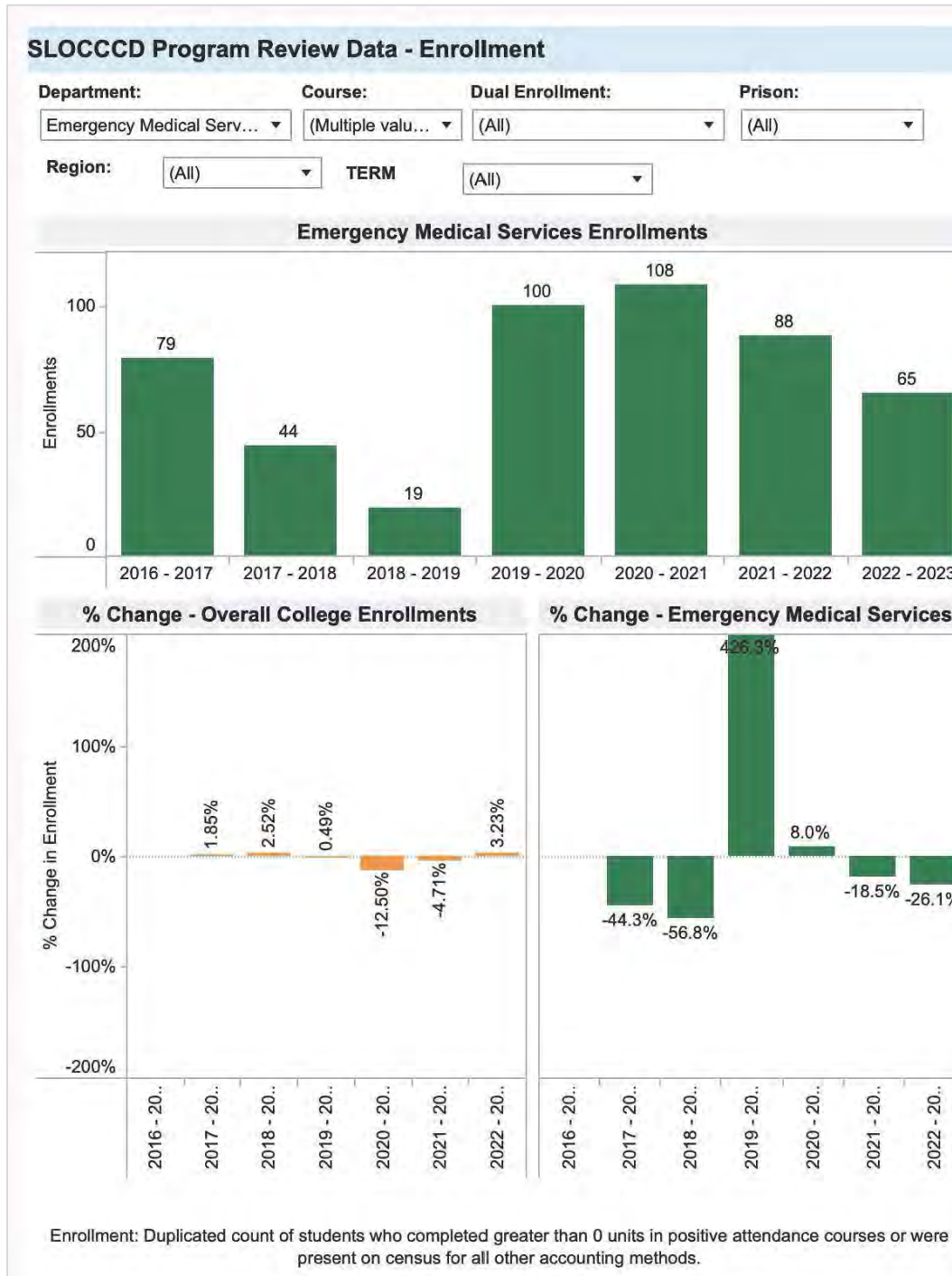
Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year’s available data.

A. General Enrollment (Insert Aggregated Data Chart)

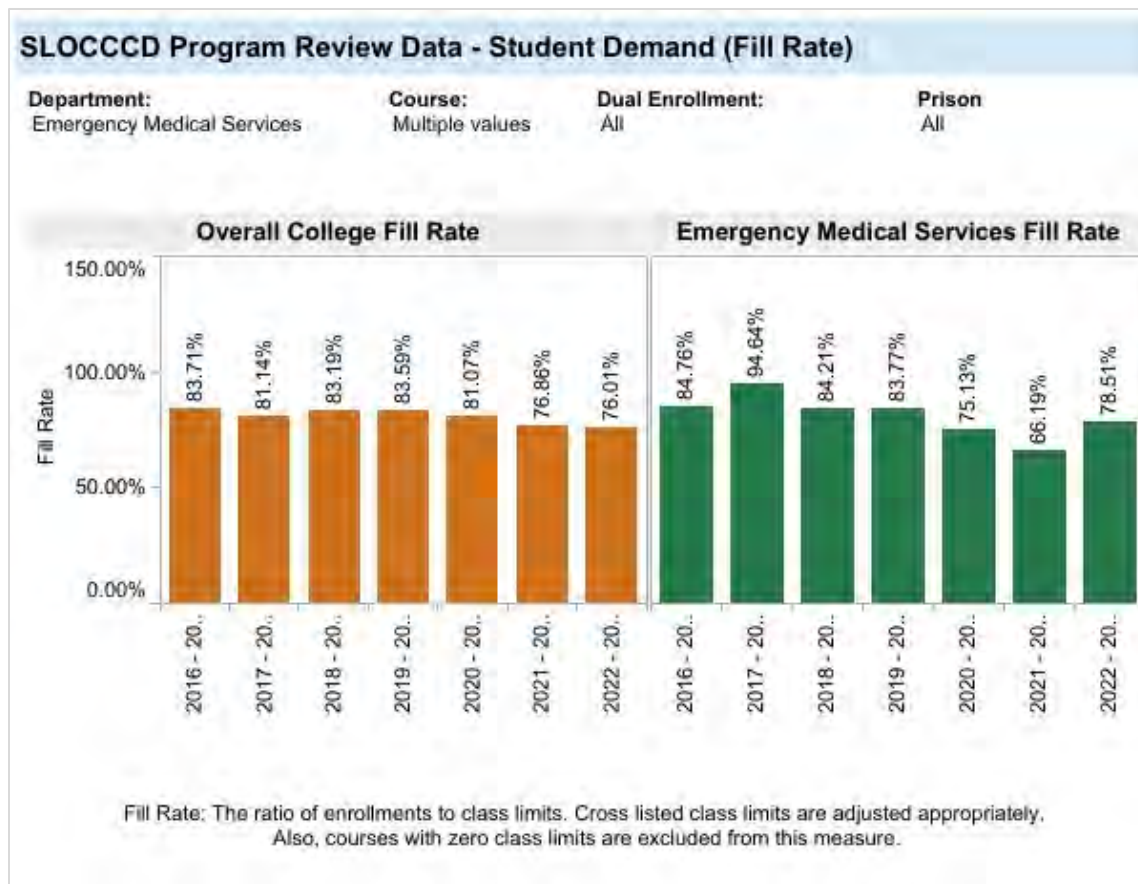


EMT PROGRAM: The expected post-pandemic recovery in enrollment has been realized and we are seeing increased enrollment in all 3 EMT sections. The enrollment in our EMT program is 25% higher than the college overall. Spring 2024 has reached cap in all 3 sections. This is a trend we expect to continue as the job market supports our program graduates. Our EMT Refresher course continues to enroll and support those EMTs (both local and outside the area) needing to recertify and/or refresh for their National Registry Exam.



PARAMEDIC PROGRAM: The preceding chart encompasses the entire Paramedic Program with the following classes: EMS 210, 211, 211L, 212, 213. The years 2021-2023 display a program enrollment affected by the Covid pandemic. The pandemic produced a subsequent shortage of paramedic providers which may have had an impact on enrollment. It's important to note that what is not reflected on this chart is our current enrollment (19 of 24) which is a marked improvement over our previous year (13 of 24). With current efforts, we expect the increasing enrollment to continue.

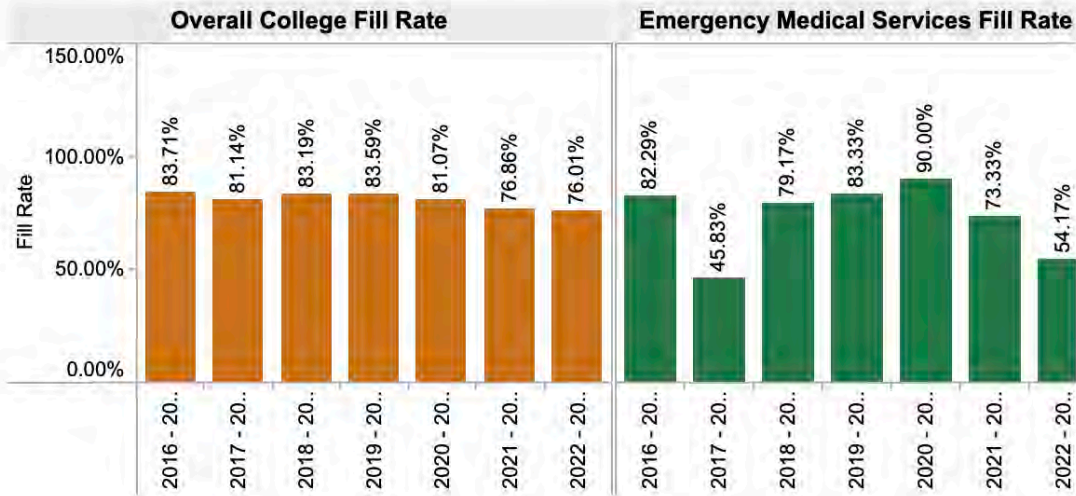
B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)



EMT Program: We continue to see an increase in fill rates post-pandemic with an increase of 12% in 2022-2023 over 2021-2022. The current semester (spring 2024) has all 3 EMT sections filled. In comparison to the college as a whole, the EMT program is 2.5% higher for fill rates. We are confident this trend will continue as the labor market as well as students seeking healthcare careers in general is trending upward.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

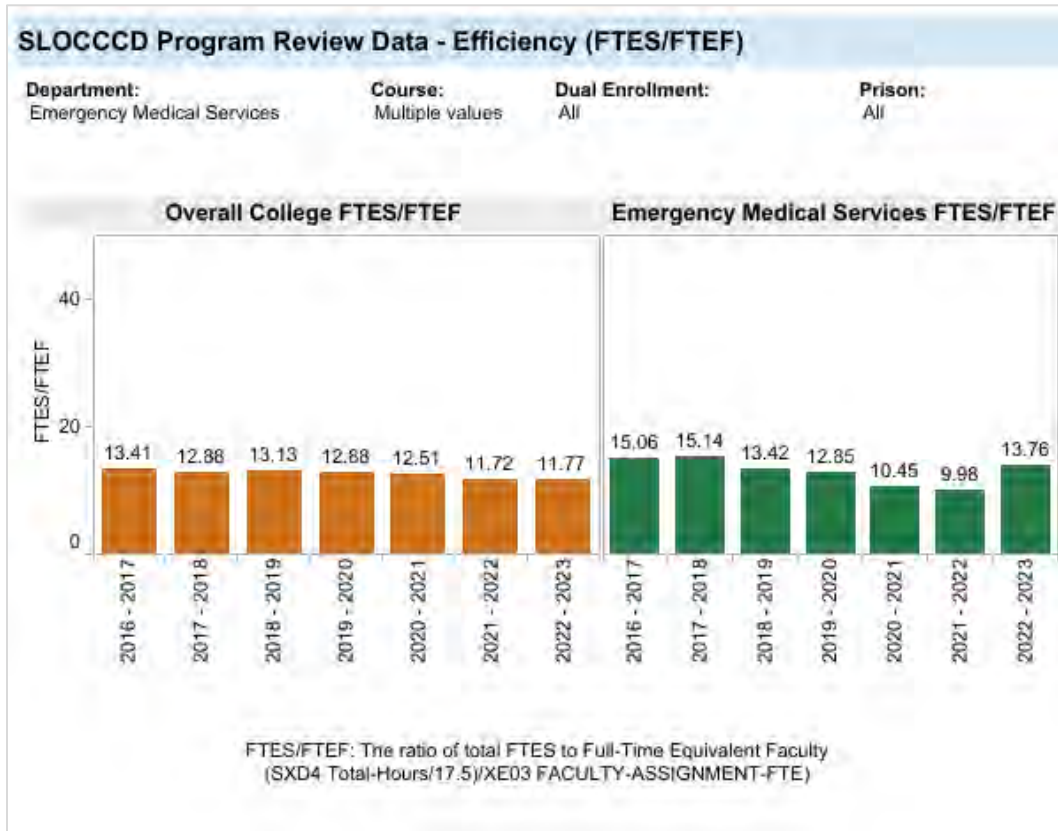
Department:
 Course:
 Dual Enrollment:
 Prison:



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

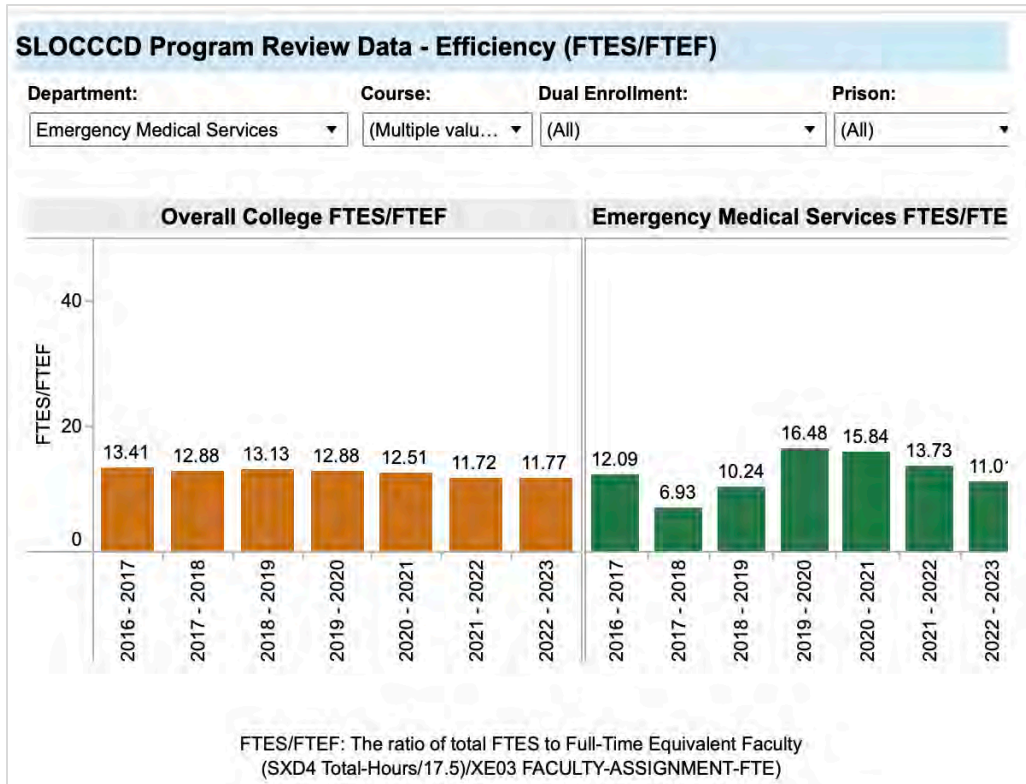
PARAMEDIC PROGRAM: The preceding chart encompasses the entire Paramedic Program with the following classes: EMS 210, 211, 211L, 212, 213 and shows a paramedic program exceeding the college fill rate by 8.93% in the academic year 2020-2021. Fill rate declined markedly during the Covid-19 era. We experienced a dramatically increased enrollment this year (2024) and expect the trend to continue next year.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)



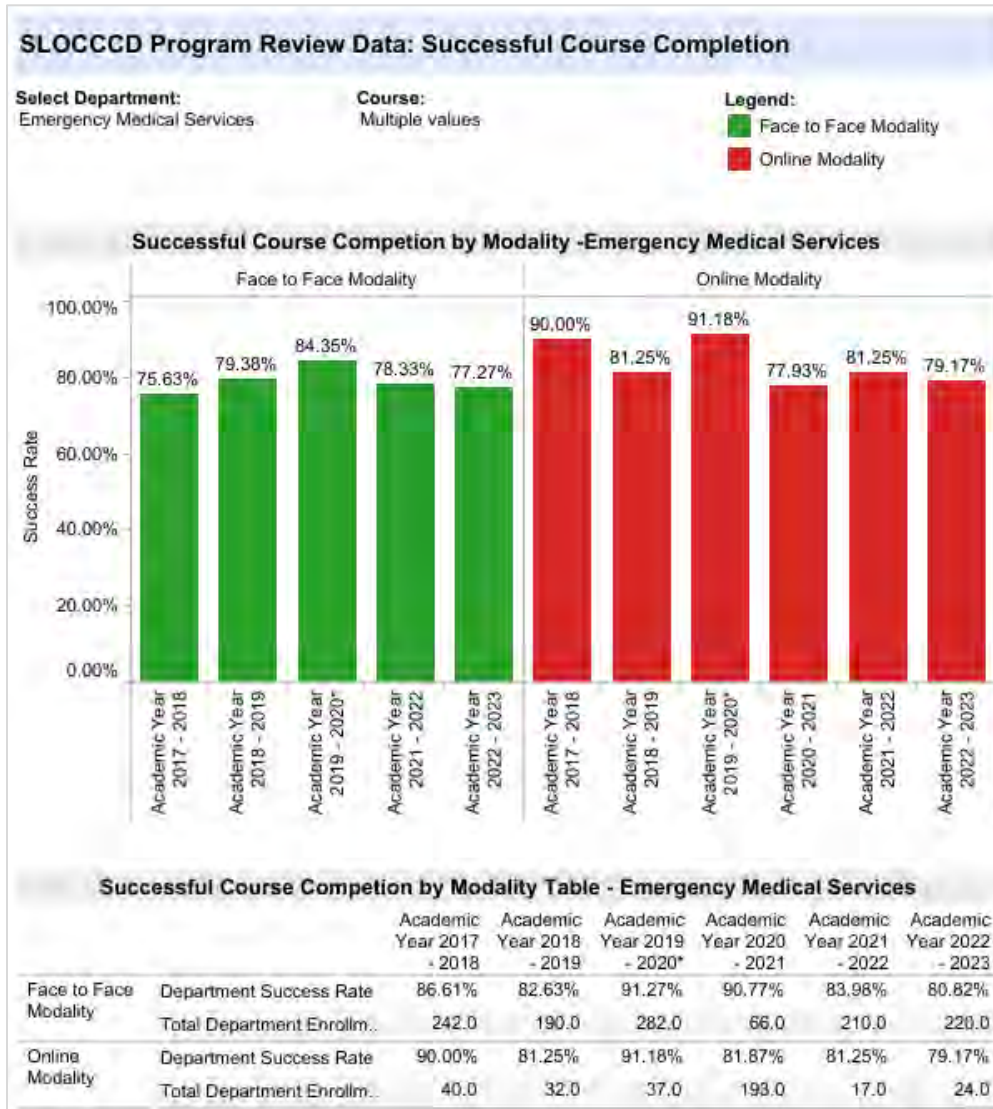
EMT Program: Program efficiency for the current year is up as expected with increases in enrollment and fill rates. The program efficiency only reflects full time equivalent faculty and our program relies on several part-time as well as contracted skills instructors to meet regulatory requirements that are not reflected here. Program efficiency reflected here is 2% above the overall college for the 2022-2023 year.

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PARAMEDIC PROGRAM: For the current academic year our efficiency is slightly less than the college. The paramedic program faces a unique challenge most other departments do not, regulatory requirements. The fluctuations observed are because we must maintain a strict student to teacher ratio during our skills sessions. This ratio is maintained through the use of part-time faculty and program teaching assistants.

D. Student Success—Course Completion by Modality (Insert Data Chart)



EMT Program: EMT program completion rates reflect the rigor of the program as well as the external factors that impact our students to include basic needs, required background and drug screens for clinical placement, and program costs beyond materials and tuition (background, drug screen, physical exam, immunizations, uniform, and testing/certification fees). As a program we have researched and are implementing cost-reducing measures and programs as we are able to. This semester (spring of 2024) we received grant funds from our foundation to provide the uniform shirts to our students. We also have been working closely with our student success center who have provided workshops and tutoring to our students, with an EMT tutor available on our NC campus. Our completion rates do meet the CCCCO Core 2 completion goals.



PARAMEDIC PROGRAM: The paramedic program maintains a strong successful course completion record ranging from 89.23% to 100%, consistently outperforming the department. In contrast with our EMT program, paramedic students must complete more academic prerequisites, must have completed an EMT program already and many join the program having attained a college degree. Previous academic success displays good study habits and the conscientious planning of an education. The acquisition of a second full-time faculty member in conjunction with obtaining additional resources will likely increase successful course completion rates.

E. Degrees and Certificates Awarded (Insert Data Chart)

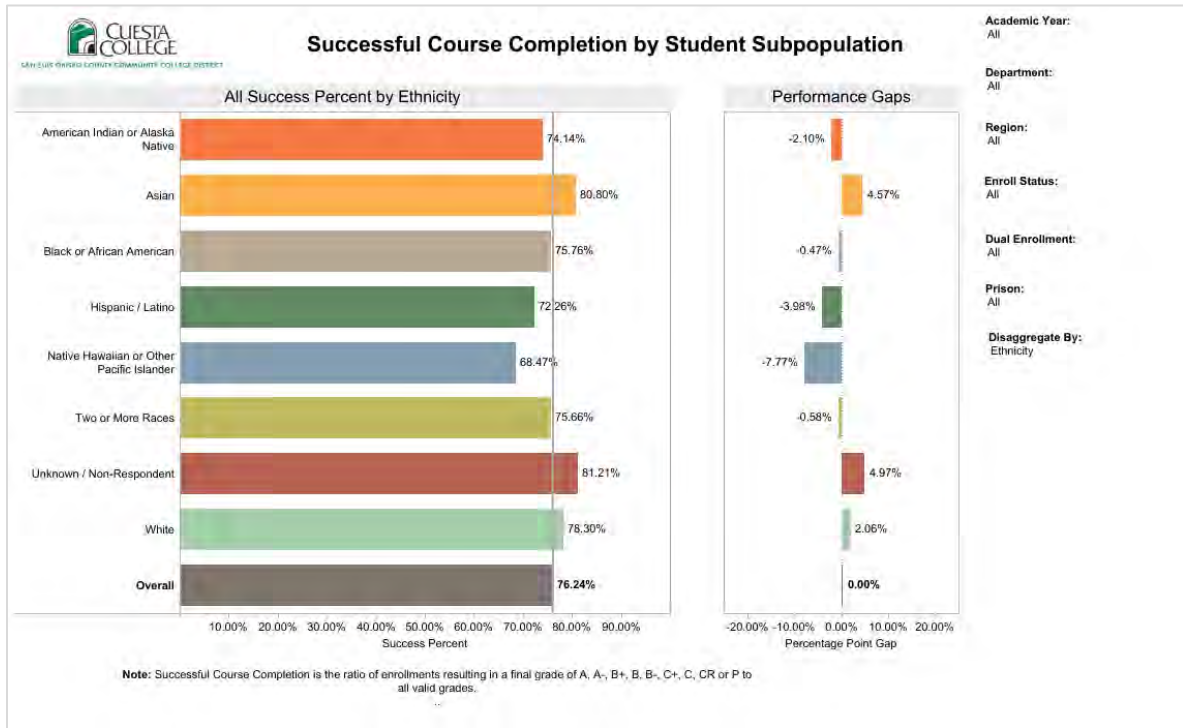


EMT Program: The number of certificates awarded in the EMT program continues to reflect the increase in enrollment and successful completion of the course. The EMT refresher course is a required component of the EMT 201 course as required by state regulation and we anticipate increased numbers as more EMTs complete the EMS 201 course and then return for recertification training (EMS 102).



PARAMEDIC PROGRAM: The chart displays an erratic history of the awarding of AS degrees. Most of our paramedic students arrive at our program with several prerequisite courses completed and many have already attained an associate degree. Identifying students who have attained an associate’s or bachelor’s degree along with an improved relationship with academic counseling may serve to increase the awarding of AS degrees.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

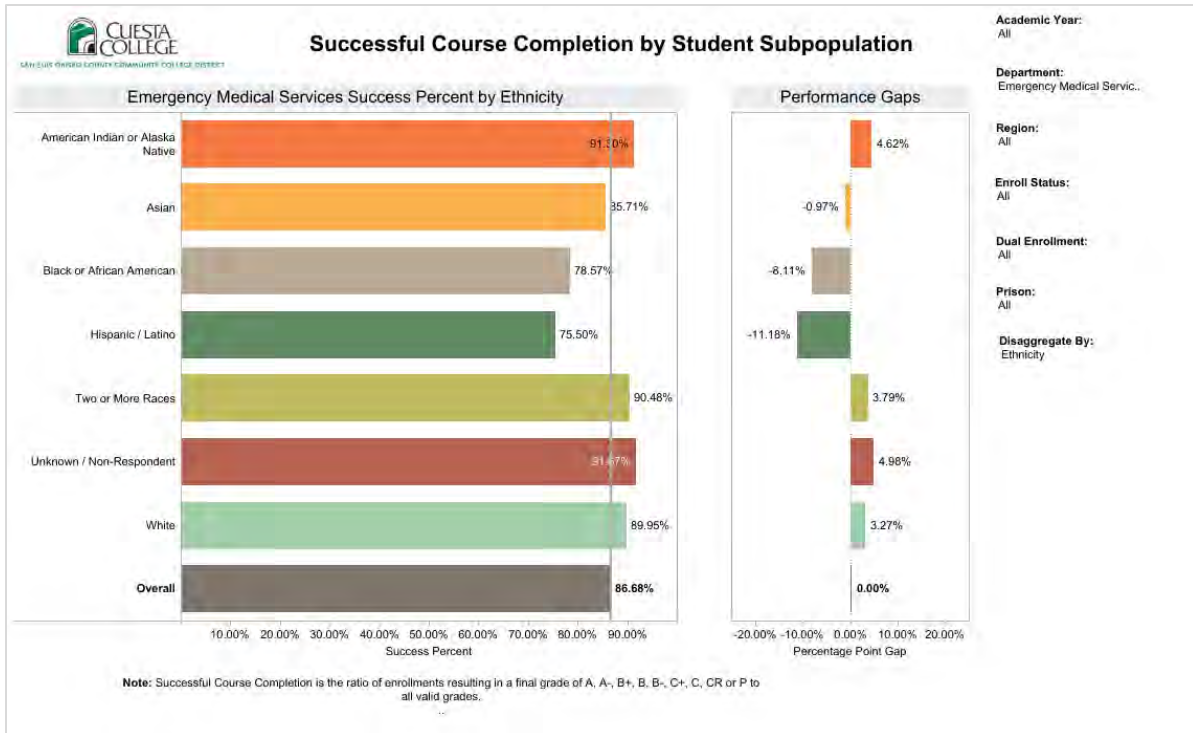


EMT and Paramedic: The aggregated data for the college as a whole-shows there is an identified 7.77% equity gap of completion rates for those students self-identifying as Hispanic/Latino. Our program actively participates in the college wide programs for outreach, enrollment, and retention designed to close this gap.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps



EMT and Paramedic Programs: Performance gaps identified have been a program focus to increase success of our students self-identified as Hispanic/Latino. Compared to the college as a whole, the EMT Program has a 4% greater equity gap. We have bilingual student success specialists offering workshops on study skills and test-taking. The success center also purchased our textbook in Spanish for loan to students. We also have a bilingual tutor in the student success center on our North County Campus who has EMT education and experience and is available to tutor our students.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the [Curriculum Review Worksheet](#) (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2022-2023 year in the 5-year calendar of the Curriculum Review Worksheet.

EMS 102 – FALL 2022 – MAJOR MODIFICATION AND EMS 201 – SPRING 2023 – MINOR MODIFICATION EMS 210 SPRING 2023 AND EMS 211 SPRING 2022 AND EMS 213 SPRING 2022

From the list generated in #1, identify those programs of study and courses that underwent the

scheduled modifications during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
N/A		

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2022-2023 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
EMS 102	FALL 2022	Awaiting state (Title 22) updates	SPRING 2025
EMS 201	SPRING 2023	Awaiting state (Title 22) updates	SPRING 2025
EMS 105/105L	SPRING 2023	Awaiting state (Title 22) updates	SPRING 2025
EMS 213	SPRING 2023	Awaiting state (Title 22) updates	SPRING 2025

- B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under

#3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
N/A			

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

EMT Program: the two charts below provide insight on our student’s success rates taking their National Registry of EMT’s Cognitive exam, used by the state of California as the certifying exam for Emergency Medical Technicians. These resulted are also used to measure one of our course/program student learning outcomes. As noted below, our program continues to exceed the national average for first time as well as overall pass rates. Our curriculum and course materials are designed to set students up for success when taking the National Registry Exam.

Report Date: 1/25/2024 2:17:12 AM
Report Type: Program Report (CA-40003)
Registration Level: EMT
Course Completion Date: 1st Quarter 2023 to 1st Quarter 2024
Training Program: Cuesta College Allied Health-EMT (CA-40003)

The results of your report request are as follows:

Attempted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
65	83% (54)	89% (58)	89% (58)	0% (0)	11% (7)	0% (0)

Report Date: 1/25/2024 2:15:31 AM
Report Type: National Report
Registration Level: EMT
Course Completion Date: 1st Quarter 2023 to 1st Quarter 2024
Training Program: All

The results of your report request are as follows:

Attempted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
82077	70% (57434)	79% (64771)	79% (65101)	0% (37)	21% (16941)	0% (0)

Paramedic Program: the two charts below provide insight on our student's success rates taking their National Registry of EMT-P (Paramedic) Cognitive exam, used by the state of California as the certifying exam for Paramedics. These results are also used to measure one of our course/program student learning outcomes. As noted below, our program continues to exceed the national average for first time as well as overall pass rates. Our curriculum and course materials are designed to set students up for success when taking the National Registry Exam.

Report Date: 3/1/2024 10:32:53 PM
Report Type: Program Report (CA-40001)
Registration Level: Paramedic
Course Completion Date: 1st Quarter 2023 to 1st Quarter 2024
Training Program: Cuesta College (CA-40001)

The results of your report request are as follows:

Attempted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
11	73% (8)	91% (10)	91% (10)	0% (0)	9% (1)	0% (0)

Report Date: 3/1/2024 10:34:11 PM
Report Type: National Report
Registration Level: Paramedic
Course Completion Date: 1st Quarter 2023 to 1st Quarter 2024
Training Program: All

The results of your report request are as follows:

Attempted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
15051	71% (10740)	84% (12679)	86% (12889)	0% (16)	14% (2146)	0% (0)

Program Outcomes Assessment Checklist and Narrative Checklist

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

Narrative

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

EMT: None

Paramedic: None

Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps:
NONE
- B. Anticipated changes in curriculum, scheduling or delivery modality: considering moving our SLO AM EMT section (Meets M, W and F) from 9:00-12:05 to 1:00-4:05 to address classroom space issues in our division. EMS 100 is a new course that may possibly be delivered at Templeton High School in FALL 2024.
- C. Levels, delivery or types of services: Addition of EMS 100 for dual enrollment opportunities. Addition of EMS 214 for extension of field internships.
- D. Facilities changes: possibility of addition of outdoor space for outdoor labs (space is scarce for our programs). Additional space is needed for EMT and Paramedic Programs. Tables and chairs needed to for Paramedic classroom.
- E. Staffing projections: EMS Assistant Director
- F. Other: Simulation equipment needs for state required tactical medical instruction. Simulation equipment to assist with specialty certification courses Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), and Prehospital Trauma Life Support (PHTLS).

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.