Annual

Program

Of

AEMT Certification

For

2019-2020

Prepared by

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# 1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

* Number of Faculty (Full Time; Part Time; Total)
* Student Credit Hours by Faculty Type
* Enrollment by Faculty Type
* Faculty Name by Type
* Average Class Size, Completion, and Attrition
* Course Completion, Success and Attrition by Distance Learning v Face-to-Face
* Number of Degrees/Certificates Awarded
* Number of Graduates Transferring (if available from IR)
* Number of Graduates Working in Related Field (technical programs only)
* Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

### Narrative:

Advanced Emergency Technician Certificate assessment data:

No data from IR has been provided for this certificate.

# 3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

### Narrative:

During the course the students must be able to take care of the medical or trauma patient whose illnesses or injuries are critical and potentially life threatening. This would include starting an IV, learning the formulary of over 50 medications and advanced cardiac care and airway skills. The students that successfully pass the course and the national tests are able to do all these skills and more.

Critical thinking is a major portion of the course curriculum. Assessing the situation and condition of the patient, determining a plan of care and carrying it out often needs to be done in a matter of minutes. The student also uses critical thinking to decide if the plan of care is working and if not decide the next step.

These outcomes are assessed by cognitive exams and by observing the student in the scenario situation. Each student must also complete many skills during their clinical and field internship hours both in the ER and EMS. A precept signed paper is completed each time a student completes a rotation at these facilities detailing how the student functioned in the various aspects of patient care.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

## 4.1: Program Advisory Committee:

### Narrative:

* IncludeAdvisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
* Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Advisory Board List

\*Sue Manning AEMT/Kansas Board of EMS Instructor Coordinator-Kansas State Certified EMS Eximiner-Faculty-18 years

Jason McAfee-IHS Principal-Independence High School-member 3 years

Shawn Bennett-AEMT-Fredonia EMS-member 6 years

Ann Swink-Community member 8 years

Jesse Reed-Paramedic/Kansas Board of EMS Instructor Coordinator-Chief of Fire and EMS in Cherryvale-member 8 years

Keith Copithke-AEMT/Kansas Board of EMS Instructor Coordinator-Independence Fire/EMS member 10 years

Bill Knight-EMT-Community member 10 years

David Cowen-Paramedic-City of Independence Safety and Health Task Force Administrator-member 10 years

Sam Carnes-High School Counselor-Independence High School-member 3 years

Shawn Wallis-AEMT-Chief of Fire/EMS-Independence, KS member 4 years

Becky Mitchell RN-Director of Nursing and the Emergency Room in Independence-Labette Health-member 3 years

Nathaneal Day-Paramedic-Cherryvale EMS-6 years

Dr. Melinda Allen-Medical Advisor-ER director Labette Health-member 2 years

Advisory Committee Meeting Agenda

Independence Community College

Ems Education Program

November 2018

1. Welcome
2. Introductions
3. Approval of previous minutes
4. Mission Statement discussion

**Independence Community College serves the best interests of students and the community by** **providing academic excellence while promoting cultural enrichment and economic** **development.**

1. Old business
2. New business
3. Secretary position
4. Jesse Reed
5. Film
6. High school involvement in scenarios-NHS points
7. Certificate plan
8. Fire I and II
9. High school enrollment-challenges of new schedule
10. Program Review
11. Clinical and Field Internship
12. What changes would you like to see
13. Adjourn

EMS Education Advisory Board Minutes

April 2019

The meeting was called to order at 1830 by Sue Manning and introductions were made. Members present were: Jason McAfee, Jesse Reed, Nathanael Day, David Cowen, Becky Mitchell, Shawn Wallis, Keith Copithke. Absent were: Bill Knight, Shawn Bennett and Ann Swink.

The board approved Jesse Reed to be the secretary.

ICC Mission statement was read by Sue and compared to the EMS Education program.

There was no old business

New business included:

1. The hiring of Jesse Reed to help teach an EMT class as an adjunct.
2. Jesse has made a Facebook page for the program.
3. There has been a commercial advertising the programs at West to air on KOAM
4. NHS points are given out for participation with EMS scenarios. There was discussion on how to get more students at the high school for the program
5. The ICC certificate was discussed. Possible additional courses were offered such as math for the healthcare provider, ACLS, Pals and trauma courses and Lamaze. These could be offered in the evening for better participation.
6. All classes will be involved with the Nazarene church for “Evening of Hope”
7. The program review is almost finished. It still needs some budget work.
8. David discussed better recruiting methods for Independence EMS. Possible having someone come to class and talk about it.
9. Several recruiting ideas were given. The local fairs such as Cherry Blossom and the Wilson County 100 anniversary would be great advertising with the ambulance.
10. There would be an opportunity to hire more adjuncts if the course was taught in more high schools

The topic of Fire I and Fire II was brought up and Sue advised it was still being looked into.

Everyone was thanked for coming and the meeting was adjourned at 2130

Submitted by Sue Manning

## 4.2: Specialized Accreditation:

* Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
* Upload the most recent self-study and site visit documents.
* Upload agency correspondence which confirm accreditation status.

### Narrative:

At this time the Advanced EMS course does not need to be accredited by the Kansas Board of EMS

## 4.3:  Other:

Discuss any external constituencies that may apply to the program.  *(See Section 4.3 in the Program Review Handbook for more information.)*

### Narrative:

The institution has the faculty and staff needed for effective, high quality programs.

All the instructors and staff are Kansas Board of EMS certified and must submit the required continuing education hours and training to the board in order to maintain their instructor certification.

The institution provides support for student learning

The program has agreements with area ERs and EMS which is needed so the student can complete the required field internship hours and skills.

The institution demonstrates responsibility for the quality of its education programs.

The institution maintains and exercises authority of the pre-requisites for courses, rigor of the courses, expectations for student learning, access to learning resources and faculty qualifications for all of its programs, including dual credit programs. At this time AEMT is not offered as a dual credit course.

# 5.0 Curriculum Reflection

 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program’s curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

* Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
* How does this program transfer to four-year universities? (give specific examples)
* What types of jobs can students get after being in your program? (Please use state and national data)
* How dynamic is the curriculum? When was the last reform or overhaul?
* In the wake of globalization, how “internationalized” is the curriculum?
* How does the program assess diversity?
* Does the program have any community-based learning components in the curriculum?

### Narrative:

The curriculum of the AEMT course is required to contain information that the Kansas Board of EMS deems appropriate and necessary.

The jobs that students can get after being successful in obtaining a certificate from the AEMT course are many, they include but are not limited to: emergency dispatch, fire departments, emergency rooms, national parks, missions in foreign countries and medics on TV shows.

The AEMT certificate however, is redundant in that the student must learn several of the same skills in both the AEMT course and the elective course of Phlebotomy. In both courses students must learn the skills of veni-puncture, blood components, test results and care of the intervenious patient.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

The AEMT certificate is offered to students who complete the AEMT course as well as Phlebotomy. These courses are both stand-alone courses and I feel that it is not in the best interest of the student to require a certificate for both courses of study.

# 8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college’s Chief Financial Officer.  Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

* Budget Projections (personnel and operation)
* Position Change Requests
* Educational Technology Support
* Instructional Technology Requests
* Facilities/Remodeling Requests
* Capital Equipment
* Non-Capital Furniture & Equipment
* New Capital Furniture & Equipment
* Replacement Capital Furniture & Equipment
* Other, as applicable
* Accreditation Fee Request
* Membership Fee Request
* Coordinating Reports

 Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

### Narrative:

The budget projection for the Advanced EMT certificate as well as salary:

Operational fees……$1000.00 (catheters, IV lines, needles)

Membership fees……$300.00

# 9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

### Narrative:

Sue Manning, as the only full time faculty, prepared this report from observations, reflections and reviewing previous years.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

### Narrative:

I agree with this review. Tamara Blaes 2/19/2020

# 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.