

Annual
Program
Of
EMS
For
2020-2021

Prepared by
Sue Manning

11/18/2020



Independence
COMMUNITY COLLEGE

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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:

Class capacity directly reflects the amount of advertising and recruiting that is done before the class. Before classes in the past, a flyer has gone out to each of the surrounding EMS and Fire Stations. I believe this did bring in more students from the surrounding areas. I think when classes are cancelled this sends students to other facilities and greatly hurts the program. Future classes are then impacted as students often bring in other students.

The curriculum used will offer a way for students to continue their EMS education with our Advanced course and pave the way for them to further their knowledge into a Paramedic program. This would be nice to offer at ICC and I am in the process of making it possible to hire a paramedic to teach this course.

According to various conferences that I have attended, it is vital to have a good pass rate as well as have the students well prepared to go out into the service area and be able to function as EMS

personnel. There are other programs in the area and so our pass rate and the rate at which our students are hired is vital in attracting students to our program.

There will always be a need for this profession and the need for this basic and advanced level of entry into the EMS job field is ever growing.

There are several employers on my advisory committee who have stated that they are very well satisfied with the students that we have provided for their service.

EMS Ed Program Review Data AY 2020

Number of Faculty:

3 full time (Manning, Byrd, Weaver)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 41 total credit hours taught, with 63 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

8 students in Face-to-Face classes

10.3 students in online classes

9 students across all courses

Completion rates:

93.8% face-to-face

93.5% online

93.7% all courses

Pass ('D' or better) rates:

93.3% face-to-face

75.9% online

84.7% all courses

Pass ('C' or better) rates:

90% face-to-face

75.9% online

83.1% all courses

Number of Majors: 3 (0 returned in Fall 2020)

Degrees Awarded: 1

ACADEMIC YEAR	ACADEMIC TERM	ACADEMIC SESSION	EVENT ID	Credits	SECTION	EVENT LONG NAME	Instructor	ADDS	Completed	Passed 'D' or better	Passed 'C' or better
2019	FALL	FULL	HEA1113	13	0001	EMT	S. Manning	6	5	3	3
2020	SPRING	FULL	HEA1143	3	0001	MEDICAL TERMINOLOGY	S. Manning	13	12	12	11
2019	FALL	FULL	HEA1113	13	HS01	EMT	S. Manning	3	3	3	3
2019	FALL	FULL	HEA1143	3	HS02	MEDICAL TERMINOLOGY	M. Byrd	10	10	10	10
2019	SUMMER	FULL	HEA1143	3	ON01	MEDICAL TERMINOLOGY	T. Weaver	4	3	3	3
2019	FALL	FULL	HEA1143	3	ON01	MEDICAL TERMINOLOGY	T. Weaver	13	12	9	9
2020	SPRING	FULL	HEA1143	3	ON01	MEDICAL TERMINOLOGY	T. Weaver	14	14	10	10

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:

Communication: The students involved in EMS education must be able to communicate in several ways effectively. They must be able to communicate empathetically with their patients. This is practiced in the classroom often as scenarios are completed with real life situations and all sorts of patients. The student must also be able to communicate with dispatch over a radio or phone. The student practices this often as well during patient assessment practice and during case studies that are gone over every class session. The student will be able to speak on the radio of the ambulance during class time.

Another form of communication that is learned by the student is to be able to communicate to other healthcare providers. This may be a receiving facility, partners or anyone involved during the call that has a need to know. Medical information follows the patient through the whole illness or injury to various facilities and personnel and must be clear, concise and legible. The student receives many opportunities to perfect this skill.

Literacy: Very often in medical situations an EMT will be faced with ethical situations. These could be confidentiality, how to treat drug dealers and users, criminals who are sick or injured, abuse reporting and many other situations that require some ethical thinking on the part of the EMT. During class many case studies are completed as close to real calls as possible. All the possible situations and outcomes are discussed, and this helps the student to be ready in the real-world situations.

Thinking: Critical thinking is major portion of the classwork. Assessing the situation and condition of the patient, planning of care and carrying it out often must be done in a matter of minutes. The student also uses the critical thinking to decide if the plan of care is working and if not, what should be the next step.

These outcomes are assessed by cognitive exam and by observing the student in the scenario situation. Each student must also complete hours of clinical time both in the ER and EMS. A precept paper is completed each time a student completes a rotation of these facilities detailing how the student functioned in the various situations they encounter.

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:

- Include Advisory 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).

*Sue Manning AEMT/Kansas Board of EMS Instructor Coordinator-Kansas State Certified EMS Examiner-Faculty-19 years

Jason McAfee-IHS Principal-Independence High School-member 4 years

Shawn Bennett-AEMT-Fredonia EMS-member 7 years

Ann Swink-Community member 9 years

Jesse Reed-Paramedic/Kansas Board of EMS Instructor Coordinator-Chief of Fire and EMS in Cherryvale-member 9 years

Keith Copithke-AEMT/Kansas Board of EMS Instructor Coordinator-Independence Fire/EMS member 11 years

Bill Knight-EMT-Community member 11 years

David Cowen-Paramedic-City of Independence Safety and Health Task Force Administrator-member 11 years

Sam Carnes-High School Counselor-Independence High School-member 4 years

Shawn Wallis-AEMT-Chief of Fire/EMS-Independence, KS member 5 years

Becky Mitchell RN-Director of Nursing and the Emergency Room in Independence-Labette Health-member 4 years

Nathaneal Day-Paramedic-Cherryvale EMS-7 years

Dr. Melinda Allen-Medical Advisor-ER director Labette Health-member 3 years

There was no Spring Advisory meeting because of COVID-19.

11-18-20

EMS Advisory Board Meeting

An Advisory Board meeting was held on Friday November 13th

Present were Jesse Reed, Nathanael Day, David Cowen, Becky Mitchel, shawn Wallis, Keith Copithke, Bill Knight and Shawn Bennett, absent was Ann Swink

Business conducted:

The current EMT class was discussed with information on the national and state board exams coming up.

The current problems with teaching during the Covid Pandemic

The vehicle extrication class which was November 11th in association with both city and rural fire
Sue Manning's retirement and what is being done to advertise for her replacement.

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 ICC EMS Education department 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:

There are many career pathways that are available to a student who has completed the EMS education program. Some of them, like becoming an EMS instructor or hospital and medical office work may require additional certification. Other pathways such as EMS product marketing, emergency dispatch, fire control or national parks medics could be achieved with the education ICC students acquire during the course. There are many opportunities for community involvement during and after certification.

This would include but not be limited to, health fairs, Church relief programs, storm and disaster relief help.

One of the most significant trends for EMS education is that a few years ago the Kansas Board of EMS elected to only accept Nationally Registered EMTs in the workforce. This trend has grown now so there are only two states that still have local registries. This trend caused courses to raise the level of training and the expectations of the EMS workforce.

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 EMS Education Program 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 the EMS Education program are many. They include but are not limited to: emergency dispatch, security at colleges or casinos, fire departments, hospitals-emergency rooms and other patient care, cruise ships, national parks, Dr. offices, summer camps, industry medical teams, missions in foreign countries, TV show medics, amusement parks. According to the Bureau of Labor and Statistics, the top EMS jobs would be in government with the top salary being in Hawaii.

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.

5.2 Degree and Certificate Offerings or Support

Narrative:

The EMS Education certificate is offered to students who complete the EMT program as well as 3 credit hours of Medical Terminology. To further the student's education as a Paramedic, the student must complete an associate degree.

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:

INDEPENDENCE
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For the Five Months Ending
Monday, November 30,
2020

	2017-18	2018-19	2019-20
	Actual	Actual	Actual (YTD)
	Expenses	Expenses	Expenses
12-1287 EMT:			
12-1287-520-000 Faculty Salaries: Full-Time Faculty	55,250.04	55,400.04	24,020.84
12-1287-530-000 Clerical/Staff Salaries: Non-Exempt	764.50	1,747.90	972.00
12-1287-591-000 FICA (Social Security, Medicare)	4,568.49	5,924.90	1,885.24
12-1287-594-000 Insurance Premiums	9,711.48	3,607.50	3,921.82
12-1287-700-000 Instructional Supplies	1,340.13	1,644.57	399.31
12-1287-521-000 Faculty Salaries: Overload	7,150.00	9,350.00	
12-1287-522-000 Faculty Salaries: Adjunct		12,650.00	
12-1287-531-000 Clerical/Staff Salaries: Exempt			
12-1287-602-000 Food and Meals	7.48		
12-1287-700-001 Instructional Supplies (Innovation Fee)	170.00	449.15	
12-1287-701-000 Office Supplies	125.72	18.99	
Total 12-1287 EMT	79,087.84	90,793.05	31,199.21

INDEPENDENCE COMMUNITY COLLEGE					
EMT					

For the Five Months Ending Monday, November 30, 2020					
		Operating Budget	Expense	Encumbered	Remaining
12-510:550	Salary	\$30,187.50	\$24,992.84		\$5,194.66
12-591:598	Fringe Benefits	5,720.60	5,807.06		(86.46)
12-601	Travel	616.65			616.65
12-602	Food and Meals				
12-606	Student Travel				
12-607	Rentals				
12-611	Postage & Shipping				
12-613	Printing				
12-615	Advertising				
12-616	Promotions				
12-617	Recruiting				
12-619	Animal Food				
12-626	Conference Fees/Registration				
12-631	Telephone				
12-641	Lease/Rental/Lease Purchase				
12-646	Service Agreements				
12-647	Fuel/Gas				
12-649	Repairs				
12-661	Contract Services				
12-662	Legal Services				
12-663	Consultants				
12-681	Dues/Memberships/Fees				
12-682	Subscriptions				
12-699	Uniforms				
12-700-000	Instructional Supplies	500.00	399.31		100.69
12-700-001	Instructional Supplies (Innovation Fee)				
12-701	Office Supplies				

12-702	Paper Supplies				
12-703	Books				
12-704	Periodicals				
12-705	Media (Videos, DVD)				
12-717	Professional Development	500.00			500.00
12-719	Misc. Expenses				
12-850	Equipment- Non-Capital >\$5,000				
12-852	Software & Licenses				
	Total	37,524.75	31,199.21		6,325.54

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:

At this point there is only one faculty for this program. It would be good if a paramedic could be hired as program director and instructor so the paramedic program could be offered after becoming accredited. It is difficult to plan scenarios and case study projects without more staff. The Kansas Board of EMS requires one instructor per 6 students which requires assistants if more than 6 students are present. I am informed by the Kansas Board of EMS of new educational developments as well as KEMSA journals and networking at conferences.

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:

After reviewing the report for EMS Education prepared by Sue Manning the document is complete other than section 3.2. With only three majors in the program ICC should continue to work on increasing enrollment in this health care program. Mark Allen, VPAA, 2/4/2021

PRC: Please include actual course outcome data in section 3.2. Other than that this document includes everything required.

10.0 Appendices

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