

Program or Area(s) of Study under Review:

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Summary of Program Review:

A. Major Findings

1. Strengths:

We put out a quality product in the students that complete the EMS courses. Diverse Instructional Cadre with a desire to drive student success.

2. Areas for Improvement:

A better job at marketing the EMS program.

3. Projected Program Growth, Stability, or Viability:

The EMS Program should see some minor growth and will remain sustainable and continue to focus on student success and the Industry Partner's needs.

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1. Description of Alignment between Program and Institutional Mission:

The EMS/Paramedic Program provides a venue for students, regardless of background, to learn, grow, and evolve into a valuable member of the overall healthcare team in society. The programs are continuously undergoing evaluation and assessment by the Advisory Board and four accrediting bodies. This continuous assessment and evaluation ensure the program to maintain its curriculum to the rigor and levels required by federal and state regulations.

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The EMS/Paramedic Program prepares students who enroll to be adaptable, reliable, and competent healthcare paraprofessionals in a field that is ever-changing. The program(s) are overseen by a diverse Advisory Review Committee that is well-versed in the demands and commitment required in this career-technical, highly specialized field of study.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The EMS/Paramedic Program was able to leverage Strong Workforce Funds and other external funding sources to provide a state-of-the-art training venue that is the equivalent of a working

C. New Objectives/Goals:

To continue to live up to our own program goal:

"The Napa Valley College EMS Program is dedicated to creating a collaborative learning environment



*Area of study and courses with enrollment decreases:*

- EMT-90 (-43.5%)
- EMT (-42.6%)
- EMT-95 (-41.2%)
- EMT-311 (-21.1%)

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

*RPIE Analysis: Over the past three years, the EMS Program has claimed an average of 24.3 students per section. The average class size in the program mirrored the average class size of 24.6 students per section across the*

*and 2020-2021, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity).*



\_\_\_\_: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

*RPIE Analysis:*













Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
4	4	4	100%	100%


Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
EMT-P Paramedic: AS Degree	3	2	2	67%	67%
EMT-P Paramedic	0	0	0	0%	0%

Continue to assess the courses

The EMS Program will continue to assess our Courses and the program to ensure that we are not only

Based on the information included in this document, the program is described as being in a state of:

- Viability
- 
- Growth

\*Please select ONE of the above.

Section 1 -Demand
Section 3 Fill Rate & Productivity
Section 4 Labor Market
Section 1 Retention and Successful Course Completion
Section 2 Student Equity

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: EMS


Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

NVC EMS Program continues to develop with our resource strategy. We have been fortunate to be recipients of Strong Workforce Funds as well as generous donations from local industry. We continue to look to ways that will build our available funding for resources, looking to develop a stronger pathway with those on campus who can seek and write grant proposals. As technology changes or grows old, we will need to be able to replace it to keep the overall EMS Program viable



The program-level plan that emerged from the last review (fall 2019) included the following initiatives:

- o Continue to meet or exceed our Accreditation Agency Standards.

We are still a viable and stable program despite a global health pandemic.

Additions: SimRig, iSimulate Cardiac Monitors, Standardized Patient Program, StatPack response bags.  
Enhanced programing improvements in the WCSC.

Fail Forward – Students are allowed the chance and even encouraged to fail at something in the course to learn from it and pick themselves up and move forward. Rather they try and fail in a controlled course environment than to do so in an uncontrolled environment such as a patient’s home at 2:37am.

Reading prior to quizzes – Students in the courses are not used to having a quiz over what they have read prior to a lecture. The EMS Program feels that this keeps the students engaged in their own learning and education. Requiring them to read prior to the course by offering a quiz on their knowledge and retention also brings for us the greater engagement in classroom discussion.

Canvas – The ability to move our courses to Canvas has changed the way that not only instructors can interact with students but also the way our students can interact with each other. Just the reduction in overall paper waste produced in the program has made an impact, We will continue to incorporate more aspects of Canvas into our course work.

Completed by Supervising Administrator:

Robert Harris

Date:

11/3/2022

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The program, as a whole, is strong and viable and has produced well-trained professionals who largely stay within the greater Napa County area. The program(s) weathered the depths of the pandemic and found new and creative strategies to continue instruction and training during a time when hospitals and outside agencies were not allowing student involvement.

